

REPORT
OF THE
INTERMEDIATE EDUCATION BOARD
FOR IRELAND
FOR THE YEAR 1900.

Presented to Parliament by Command of His Majesty.



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CONTENTS.

REPORT,	v
APPENDICES,	2
I. List of persons of whom a sufficient number were selected, with the approval of the Lord Lieutenant, to conduct the Examinations in 1900 (Rule 6),	2
II. List of Examiners selected, with the approval of the Lord Lieutenant, to conduct the Examinations in 1900,	9
III. Extracts from the Reports of the Examiners, 1900,	11
Greek	11
Latin,	16
English,	23
French,	38
German,	45
Italian,	47
Spanish,	49
Celtic,	49
Domestic Economy,	51
Plane Trigonometry,	52
Algebra and Arithmetic,	52
Euclid,	53
Algebra,	57
Arithmetic,	60
Book-keeping,	64
Natural Philosophy,	65
Chemistry,	65
Botany,	66
Drawing,	66
Music,	69
Shorthand,	71
IV. Lists of Schools to the Managers of which Results Fees were paid in 1900, and amounts of such Fees,	73
V. Localities in which Examinations were held,	96
VI. The Burke Memorial Prizes,	98

REPORT
OF THE
INTERMEDIATE EDUCATION BOARD
FOR IRELAND
FOR THE YEAR 1900.

TO HIS EXCELLENCY GEORGE HENRY,
EARL CADOGAN, K.G.,

LORD LIEUTENANT-GENERAL AND GENERAL GOVERNOR OF IRELAND.

MAY IT PLEASE YOUR EXCELLENCY,

We, the Commissioners of Intermediate Education (Ireland),
submit to your Excellency this our Twenty-second Report.

The number of students who gave notice of their intention to
present for examination in 1900 was:—

Boys.	Girls.	Total.
6,093	2,194	8,287

being a decrease of 71, or 1·1 per cent., in the case of boys,
and a decrease of 37, or 1·6 per cent., in the case of girls; and
a total decrease of 1·3 per cent. on the corresponding numbers in
1899; and a total decrease of 15·9 per cent. on the corresponding
numbers in 1898.

The decrease is mainly in the Preparatory Grade, and is due to the operation of the Rule by which the minimum age at which a student could present for examination was raised from twelve in previous years to thirteen in 1899.

In the last ten years the numbers were respectively as follows:—

Year.	Boys.	Girls.	Total.
1891	4,193	1,444	5,637
1892	4,714	1,622	6,336
1893	5,730	1,856	7,586
1894	6,279	2,067	8,346
1895	6,755	2,263	9,018
1896	7,049	2,384	9,424
1897	7,182	2,423	9,605
1898	7,227	2,627	9,854
1899	6,164	2,231	8,395
1900	6,093	2,194	8,287

See Table
1.

The number of students who presented themselves for examination in 1900 was:—

Boys.	Girls.	Total.
5,611	1,997	7,608

being a decrease of 115, or 2 per cent., in the case of boys, and a decrease of 45, or 2·2 per cent., in the case of girls, and a total decrease of 160, or 2·1 per cent., on the corresponding numbers in 1899.

In the last ten years the numbers were respectively as follows:—

Year.	Boys.	Girls	Total.
1891, . .	3,856	1,390	5,156
1892, . .	4,294	1,465	5,759
1893, . .	5,265	1,709	6,974
1894, . .	5,816	1,866	7,682
1895, . .	6,267	2,056	8,323
1896, . .	6,508	2,298	8,711
1897, . .	6,661	2,216	8,877
1898, . .	6,705	2,208	9,073
1899, . .	5,726	2,042	7,768
1900, . .	5,611	1,997	7,608

The examinations for 1900, which commenced on 11th June ^{See} and extended over twelve days, were held at 247 centres, in 98 ^{Appendix} v. different localities.

The following Table shows the distribution of Centres between the Four Provinces:—

Centres.	Leinster.	Ulster.	Munster.	Connaught.	Totals.
Centres for Boys, .	73	36	55	12	175
Centres for Girls, .	24	30	12	6	72
Total, . .	96	66	67	18	247

One hundred and seventy-five gentlemen and seventy-five ladies were employed as Centre Superintendents, being an average of one Superintendent to every 32 boys and to every 27 girls examined respectively.

See Table
II.The number of students who passed the Examinations in 1900
was :—

Boys.	Girls.	Total.
3,799	1,515	5,314

In the last ten years the numbers were respectively as
follows :—

Year.	Boys.	Girls.	Total.
1891, .	2,304	774	3,078
1892, .	2,539	784	3,323
1893, .	3,041	955	3,996
1894, .	3,419	1,104	4,523
1895, .	3,783	1,190	4,973
1896, .	3,753	1,213	4,966
1897, .	4,134	1,404	5,538
1898, .	4,196	1,440	5,636
1899, .	3,896	1,410	5,306
1900, .	3,799	1,515	5,314

The proportion *per cent.* of those examined who passed in 1900
was :—

Boys.	Girls.	Boys and Girls.
67.7	75.9	69.3

The proportions in the last ten years were respectively as follows:—

Year.	Boys.	Girls.	Boys and Girls.
1891, .	59.7	59.5	59.6
1892, .	59.1	58.5	57.7
1893, .	57.7	55.9	57.8
1894, .	58.8	59.2	58.9
1895, .	60.4	57.9	59.8
1896, .	57.7	54.9	57.
1897, .	62.1	62.8	62.4
1898, .	62.6	60.8	62.1
1899, .	63.	69.	66.8
1900, .	67.7	75.9	69.8

Exclusive of over-age students the proportion *per cent.* of those examined who passed was:—

Boys.	Girls.	Boys and Girls.
68.6	76.7	70.7

Exclusive of over-age students the proportions in the last ten years were as follows:—

Year.	Boys.	Girls.	Boys and Girls.
1891, .	59.7	59.9	59.8
1892, .	59.4	58.5	57.9
1893, .	59.5	57.2	59.
1894, .	60.3	59.9	60.2
1895, .	62.2	59.3	61.5
1896, .	59.9	56.7	59.1
1897, .	63.5	63.8	63.6
1898, .	64.3	61.7	63.7
1899, .	69.3	70.4	69.8
1900, .	68.6	76.7	70.7

See Table V. The number of students to whom were awarded £50 Prizes (Senior Grade), and Exhibitions in the Middle, Junior, and Preparatory Grades was:—

Boys, 354; Girls, 142; Total, 496.

See Table VI. The number of students to whom were awarded prizes in books was:—

Boys, 481; Girls, 199; Total, 680.

See Table VII. The number of students to whom were awarded Prizes for Composition under Rule 53 was:—

Boys, 141; Girls, 93; Total, 234.

See Table VIII. The number of students to whom were awarded Commercial Prizes under Rule 49 was:—

Boys, 29; Girls, 0; Total, 29.

See Table IX. Three large Gold Medals were awarded to Boys, and three to Girls, for First Places in the several Grades. Ten Gold Medals were awarded to Boys, and seven to Girls, for excellence in Special Subjects.

The number of students to whom were awarded Special Money Prizes in lieu of Medals under Rule 50 was:—

Boys, 2; Girls, 4; Total, 6.

The number of students to whom were awarded Special £10 Prizes in the Senior Grade under Rule 51 was:—

Boys, 0; Girls, 1; Total, 1

The amount of Results Fees paid to Managers of Schools on account of the Examinations in 1900 was :—

See Appendix IV.

Boys, £41,097 10s. 10d.; Girls, £15,060 7s. 4d.;

Total, £56,157 18s. 2d.;

Of the students, 5,314, who passed the Examination in 1900, Results Fees were paid on 5,107, the average Fee being £10 19s. 11d. per student.

The following Table shows the distribution of Results Fees between the Four Provinces, and the number of Schools in each Province, to the Managers of which Results Fees were paid :—

PROVINCES.	Amount of Results Fees paid.		TOTAL.	No. of Schools.		TOTAL
	Boys.	Girls.		Boys.	Girls.	
	£ s. d.	£ s. d.	£ s. d.			
LEINSTER, . . .	17,067 6 7	5,507 5 1	22,574 11 8	74	53	127
ULSTER, . . .	9,119 0 0	6,451 17 2	15,570 17 3	38	63	121
MUNSTER, . . .	12,465 7 6	2,237 17 0	14,703 4 6	63	24	87
CONNAUGHT, . . .	2,445 16 9	863 8 0	3,309 4 9	19	9	28
Gross Total, . . .	41,097 10 10	15,060 7 4	56,157 18 2	214	149	363

The values of the Burke Memorial Prizes awarded in 1900 were :—

Boys—

Girls—

First Prize, £14 0s. 0d.

Prize, £8 15s. 0d.

Second Prize, £8 15s. 0d.

FINANCE.

Our Balance Sheet for the year 1900, in respect of the original Endowment (Table X. *infra*), shows a surplus of £2,041 16s. 11d. (including a sum of £1,205 1s. 1d., Income Tax, to be refunded). Of this amount £1,639 13s. 8d. is the uninvested surplus of 1899, and a sum of £3,693 9s. 0d. was realised by sale of portion of the invested surpluses of former years. The net deficit as between Income and Expenditure for 1900 is thus £3,293 5s. 9d., to which may be added liabilities estimated at £250.

The Local Taxation Account (see Table XI.) shows that the Receipts under the Local Taxation (Customs and Excise) Act, and as interest on securities, amounted to £74,143 15s. 7d., and that the Expenditure from that account on Results Fees, Exhibitions and Prizes for 1900 was £59,534 12s. 6d., the excess of Income over Expenditure being thus £14,609 3s. 1d.

Taking both Accounts into consideration, our total Income from all sources in 1900 has exceeded our Expenditure in respect of that year by £11,315 17s. 4d.

EDUCATION.

The proportion of candidates examined, who passed in the year 1900, exclusive of over-age students, was 70·7 per cent., being the highest proportion of such students during the last ten years.

The per-centages of Students of the prescribed ages examined in the different Grades who Passed were, compared with the per-centages in 1899, as follows:—

GRADE.	Boys.		Girls.	
	1900.	1899.	1900.	1899.
Preparatory, . .	60·9	68·	62·8	76·4
Junior, . . .	68·	60·2	76·5	68·7
Middle, . . .	83·4	81·	83·8	78·7
Senior, . . .	75·5	81·5	82·	70·9

Turning to the Commercial side of our Examinations, the number of students who qualified for Commercial Certificates was 124 (123 Boys and 1 Girl). The number of Special Commercial Prizes awarded was 29 (Boys).

A number of other students, as in previous years, who did not aim at obtaining Commercial Certificates, availed themselves of the opportunity of presenting themselves for examination in certain of the Commercial subjects.

Detailed information respecting the answering of students, Boys and Girls, in the different subjects will be found in the Extracts from the Reports of the Examiners (Appendix III), copies of which were transmitted to all Managers of Schools in Ireland to whom Results Fees were paid in 1900.

As stated in our Report for 1899, the final Report of the Commission appointed by your Excellency in 1898 to inquire into the system of Intermediate Education in Ireland and its practical working, was submitted to you in August, 1899.

In August, 1900, "An Act to Amend the Law relating to Intermediate Education in Ireland" received the Royal assent. Under this Act the number of Commissioners was increased to twelve, and we are at present engaged in the preparation of Rules and Programmes of Examination giving effect to the provisions of the new Act.

TABLE I.—Showing the Number of Students who presented themselves for Examination in the last ten years, respectively.

YEAR.	PREPARATORY GRADE.									
	1891.	1892.	1893.	1894.	1895.	1896.	1897.	1898.	1899.	1900.
Boys, . . .	-	1,429	1,773	2,129	2,365	2,578	2,427	2,429	1,471	1,376
Girls, . . .	-	391	495	525	619	684	714	744	466	376
Total, . . .	-	1,820	2,268	2,654	2,984	3,262	3,141	3,164	1,937	1,754

[TABLE.

TABLE I.—Showing the Number of Students who presented themselves

YEAR,	JUNIOR GRADE.									
	1891.	1892.	1893.	1894.	1895.	1896.	1897.	1898.	1899.	1900.
Boys—of the prescribed age, .	3,064	2,177	2,407	2,440	2,654	2,759	2,848	2,877	2,826	2,794
Do., Over-age, .	107	—	260	281	328	314	334	330	330	287
Total, .	3,171	2,177	2,667	2,721	2,982	3,073	3,179	3,207	3,156	3,081
Girls—of the prescribed age, .	941	765	798	891	922	943	935	1,089	1,028	1,052
Do., Over-age, .	13	—	55	81	89	04	25	100	91	86
Total, .	954	765	853	972	1,011	1,037	1,060	1,189	1,119	1,138
Gross Total, .	4,125	2,942	3,520	3,693	3,993	4,110	4,239	4,396	4,275	4,219
YEAR,	SENIOR GRADE.									
	1891.	1892.	1893.	1894.	1895.	1896.	1897.	1898.	1899.	1900.
Boys—of the prescribed age, .	224	198	200	219	258	219	218	228	208	270
Do., Over-age, .	4	7	49	43	43	70	69	63	70	29
Total, .	228	205	249	262	307	289	307	291	278	309
Girls—of the prescribed age, .	94	81	86	09	103	135	142	115	124	139
Do., Over-age, .	2	1	0	5	13	14	12	8	13	17
Total, .	96	82	86	102	116	149	156	123	147	156
Gross Total, .	324	287	335	364	423	438	463	414	425	465

for Examination in the last ten years, respectively—continued.

MIDDLE GRADE.										YEAR.
1891.	1892.	1893.	1894.	1895.	1896.	1897.	1898.	1899.	1900.	
433	463	563	534	545	591	604	820	601	706	Boys—of the prescribed age.
24	—	70	120	128	172	144	177	126	137	Do., Over-age.
457	463	570	704	673	763	748	797	729	843	Total.
241	227	242	230	261	208	226	271	278	261	Girls—of the prescribed age.
9	—	26	28	48	40	59	41	32	26	Do., Over-age.
250	227	268	267	310	253	274	312	310	317	Total.
707	710	844	971	883	1,101	1,004	1,109	1,039	1,160	Gross Total.

TOTAL.										YEAR.
1891.	1892.	1893.	1894.	1895.	1896.	1897.	1898.	1899.	1900.	
3,721	4,287	4,863	5,372	5,762	5,847	6,114	6,145	5,198	5,148	Boys—of the prescribed age.
135	7	382	444	505	556	547	580	526	483	Do., Over-age.
3,856	4,294	5,265	5,816	6,267	6,503	6,661	6,725	5,728	5,631	Total.
1,276	1,434	1,618	1,751	1,865	2,066	2,078	2,218	1,806	1,848	Girls—of the prescribed age.
24	1	91	112	151	148	139	149	136	149	Do., Over-age.
1,300	1,435	1,709	1,863	2,016	2,214	2,218	2,367	1,942	1,997	Total.
5,156	5,728	6,974	7,679	8,283	8,711	8,877	9,073	7,768	7,628	Gross Total.

TABLE II.—Showing the DATE and ROOM at which EXAMINATIONS in the several subjects of the PROGRAMME were held in 1900.

Day	PRELIMINARY GRADE.		JUNIOR GRADE.		MIDDLE GRADE.		SENIOR GRADE.	
	Subject.	Room.	Subject.	Room.	Subject.	Room.	Subject.	Room.
Monday, 11th June.			History,* (Interval)	12-2 2-3 3-4	History,* (Interval)	12-2 2-3 3-4	History,* (Interval)	12-2 2-3 3-4
Tuesday, 12th June.	French, (Interval)	10-1 1-2 2-4	French, (Interval)	10-1 1-2 2-4	French, (Interval)	10-1 1-2 2-4	French, (Interval)	10-1 1-2 2-4
Wednesday, 13th June.	English—1st Paper, (Interval)	10-1 1-2 2-4	English—1st Paper, (Interval)	10-1 1-2 2-4	English—1st Paper, (Interval)	10-1 1-2 2-4	English—1st Paper, (Interval)	10-1 1-2 2-4
Thursday, 14th June.	No EXAMINATION.		No EXAMINATION.		No EXAMINATION.		No EXAMINATION.	
Friday, 15th June.	Arithmetic, (Interval)	10-1 1-2 2-4	Arithmetic, (Interval)	10-1 1-2 2-4	Arithmetic, (Interval)	10-1 1-2 2-4	Plane Trigonometry, (Interval)	10-1 1-2 2-4
Saturday, 16th June.	Calculus,	10-1	Calculus, (Interval)	10-1 1-2 2-4	Calculus, (Interval)	10-1 1-2 2-4	Calculus, (Interval)	10-1 1-2 2-4

* 10th only.

(Interval)

TABLE II.—Showing the Date and Hours at which Examinations in the several subjects of the Triennium were held in 1893.—*con.*

Date.	Forenoon Session.		Afternoon Session.		Evening Session.		Morning Session.	
	Subject.	Hours.	Subject.	Hours.	Subject.	Hours.	Subject.	Hours.
Monday, 27th June.	Drawing. Bookwork. (Interval.) German.	10-1.30 1.30-2 2-4	Drawing, Practical Geometry. (Interval.) Bookwork. (Interval.) German.	10-11.30 11.30-12 12-1.30 1.30-2 2-4	Drawing, Practical Geometry. (Interval.) Bookwork. (Interval.) German.	10-11.30 11.30-12 12-1.30 1.30-2 2-4	Drawing, Perspective, and Profes- sion of Scale, Barbours, and Shading. Object. (Interval.) German.	10-11.30 11.30-1.30 1.30-2 2-4
Tuesday, 28th June.	Latin—1st Paper. (Interval.) " 2nd Paper.	10-1 1-2 2-4	Latin—1st Paper. (Interval.) " 2nd Paper.	10-1 1-2 2-4	Latin—1st Paper. (Interval.) " 2nd Paper.	10-1 1-2 2-4	Latin—1st Paper. (Interval.) " 2nd Paper.	10-1 1-2 2-4
Wednesday, 29th June.	Greek—1st Paper. (Interval.) " 2nd Paper.	10-1 1-2 2-4	Greek—1st Paper. (Interval.) " 2nd Paper.	10-1 1-2 2-4	Greek—1st Paper. (Interval.) " 2nd Paper.	10-1 1-2 2-4	Greek—1st Paper. (Interval.) " 2nd Paper.	10-1 1-2 2-4
Thursday, 30th June.			Book-keeping. (Interval.) Commercial English.	10-1 1-2.30 2.30-4	Book-keeping. (Interval.) Commercial English. (Interval.) Com. Eng. (continued.)	10-1 1-2.30 2.30-4 4.15-5.15	Commercial English. (Interval.) Com. Eng. (continued.)	2.30-4 4.15-5.15
Friday, 1st July.			Natural Philosophy. (Interval.) Bookwork. Commercial French.	10-1 1-2 2-4.30 4.30-5	Natural Philosophy. (Interval.) Bookwork. Commercial French.	10-1 1-2 2-4.30 4.30-5	Natural Philosophy. (Interval.) Bookwork. Commercial French.	10-1 1-2 2-4.30 4.30-5
Saturday, 2nd July.			Chemistry. (Interval.) Italian or Spanish.	10-1 1-2 2-4	Chemistry. (Interval.) Italian or Spanish.	10-1 1-2 2-4	Chemistry. (Interval.) Italian or Spanish.	10-1 1-2 2-4
Sunday, 3rd July.			Commercial German, Commercial Italian or Spanish.	10-11.30 11.30-1	Commercial German, Commercial Italian or Spanish.	10-11.30 11.30-1	Commercial German, Commercial Italian or Spanish.	10-11.30 11.30-1

TABLE III.—Showing the number of

	PREPARATORY GRADE.			JUNIOR GRADE.			MIDDLE	
	Ex- amined.	Passed.	Proportion per cent. of Passes.	Ex- amined.	Passed.	Proportion per cent. of Passes.	Ex- amined.	
Boys—of the prescribed age, .	1,378	889	60.9	2,794	1,901	68.0	706	
Do., Over-age,	—	—	—	287	179	62.4	137	
Total,	1,378	889	60.9	3,081	2,080	67.5	843	
Girls—of the prescribed age, .	376	236	62.8	1,052	836	78.5	281	
Do., Over-age,	—	—	—	96	66	69.7	36	
Total,	376	236	62.8	1,148	892	77.7	317	
Gross Total,	1,754	1,075	61.3	4,229	2,972	70.3	1,160	

TABLE IV.—Showing for each subject (1) the number of students who passed
failed, and (4) the total number examined; also the proportion
and (6) who passed

BOYS.

Preparatory Grade (Of the Prescribed Age).	SUBJECTS.				
	Greek.	Latin.	English.	French.	German.
Passed with Honors,	55	267	370	284	9
without Honors,	20	240	620	504	4
Failed,	28	226	184	482	1
Total Examined,	103	733	1,374	1,240	14
Proportion per cent. who passed with Honors, .	53.4	36.1	41.5	22.9	64.3
Ditto, without Honors,	19.4	31.9	45.1	40.6	28.6
Total Per-centage passed,	72.8	70.0	86.6	63.5	92.9
(Over Age).*					
Passed with Honors,					
without Honors,					
Failed,					
Total Examined,					
Proportion per cent. who passed with Honors, .					
Ditto, without Honors,					

* Over Age Students were not

Students who passed the Examination.

GRADE.		SENIOR GRADE.				TOTAL.		—
Passed.	Proportion per cent. of Passes.	Ex- amined.	Passed.	Proportion per cent. of Passes.	Ex- amined.	Passed.	Proportion per cent. of Passes.	
589	68.4	270	204	75.5	5,148	3,533	68.6	Boys—of the prescribed age.
63	47.4	39	22	56.4	463	206	57.4	Do., Over-age.
654	77.6	309	226	73.1	5,611	3,739	67.7	Total.
241	85.6	139	114	82.0	1,848	1,417	76.7	Girls—of the prescribed age.
35	69.4	17	7	41.2	149	28	65.8	Do., Over-age.
266	83.9	156	121	77.6	1,997	1,515	75.9	Total.
920	79.3	465	347	74.6	7,608	5,314	69.8	Gross Total.

with Honors, (2) the number who passed without Honors, (3) the number who per cent. to those examined of those who (5) passed with Honors, without Honors.

BOYS.

Subjects.						Preparatory Grade (Of the Prescribed Age).
Italian.	Celtic.	Arith- metics.	Euclid.	Algebra.	Drawing.	
14	76	427	679	489	397	Passed with Honors.
6	70	637	310	377	366	without Honors.
9	54	296	297	367	193	Failed.
29	200	1,360	1,286	1,233	956	Total Examined.
43.3	38.	31.4	32.8	39.6	41.5	Proportion per cent. who passed with Honors.
29.7	33.	46.8	24.1	30.6	38.3	Do., without Honors.
69.	73.	78.2	76.9	70.2	79.3	Total Per-centage passed.
						(Over Age).*
						Passed with Honors.
						without Honors.
						Failed.
						Total Examined.
						Proportion per cent. who passed with Honors.
						Do., without Honors.

eligible for Preparatory Grade.

TABLE IV.—Showing for each subject (1) the number of students who passed failed, and (4) the total number examined; also the proportion and (6) who passed

BOYS.

Junior Grade (Of the Prescribed Age).	SUBJECTS.									
	Greek.	Latin.	English.	Commercial English.	French.	Commercial French.	German.	Commercial German.	Italian.	Commercial Italian.
Passed with Honors, . . .	179	605	1,153	41	1,244	92	59	.	29	3
.. without Honors, . . .	132	560	1,256	147	903	161	21	.	12	.
Failed,	185	661	343	161	524	191	8	.	10	.
Total Examined, . . .	497	1,766	2,752	249	2,671	444	68	.	51	3
Proportion per cent. who passed with Honors,	36	34.2	41.5	14.2	46.6	20.6	57.3	.	56.9	100
Ditto, without Honors,	26.5	28.3	45.1	59.3	33.8	36.7	30.9	.	23.6	.
Total Per-centage passed,	62.5	62.5	87.6	65.1	80.4	57.3	88.2	.	80.4	100
(Over Age.)										
Passed with Honors, . . .	.	6	67	.	79	.	.	.	.	.
.. without Honors, . . .	17	59	195	14	110	9	2	.	.	.
Failed	35	91	25	15	84	14	.	.	.	.
Total Examined, . . .	52	166	287	29	273	23	2	.	.	.
Proportion per cent. who passed with Honors,	.	3.6	23.3	.	28.9	.	.	.	.	.
Ditto, without Honors,	32.7	37.8	67.9	48.3	40.3	39.1	100	.	.	.
Total Per-centage passed,	32.7	41.6	91.2	48.3	69.2	39.1	100	.	.	.

with Honors, (2) the number who passed without Honors, (3) the number who per cent. to those examined of those who (5) passed with Honors, without Honors—continued.

BOYS.

SUBJECTS.										Junior Grade (Of the Prescribed Age).
Commercial Bjantala.	Celtic.	Arithmetic.	Book-keeping.	Euclid.	Algebra.	Natural Philosophy.	Chemistry.	Drawing.	Shorthand.	
.	103	771	219	546	436	71	38	284	239	Passed with Honors.
.	55	1,233	674	1,496	833	82	70	764	263	" without Honors.
.	36	774	344	685	1,114	136	89	367	227	Failed.
.	249	2,778	1,137	2,029	2,423	279	195	1,405	632	Total Examined
.	634	277	193	203	136	254	185	202	336	Proportion per cent. who passed with Honors.
.	221	444	406	57	352	294	359	544	316	Ditto, without Honors.
.	635	721	698	778	54	543	544	745	652	Total Per-centage passed.
										(Over Age.)
.	.	55	16	55	8	2	.	16	19	Passed with Honors.
.	2	143	52	159	69	6	5	21	7	" without Honors.
.	4	87	24	53	162	22	16	25	24	Failed.
.	6	285	92	272	225	30	21	122	50	Total Examined.
.	.	193	174	202	36	67	.	151	38	Proportion per cent. who passed with Honors.
.	332	592	565	534	307	20	238	664	14	Ditto, without Honors.
.	333	695	739	736	342	207	238	795	52	Total Per-centage passed.

TABLE IV.—Showing for each subject (1) the number of students who passed
failed, and (4) the total number examined; also the proportion
and (6) who passed**BOYS.**

Middle Grade (Of the Prescribed Age).	SUBJECTS.									
	Greek.	Latin.	English.	Commercial English.	French.	Commercial French.	German.	Commercial German.	Italian.	Commercial Italian.
Passed with Honors, . . .	134	363	330	35	482	63	24	5	10	1
„ without Honors, . . .	65	204	351	48	168	46	5	.	12	1
Failed,	66	34	22	3	32	46	2	.	1	.
Total Examined, . . .	255	598	703	91	682	135	32	5	23	2
Proportion per cent. who passed with Honors.	52.5	51.5	46.9	38.5	70.7	31.3	75.	100.	43.5	50.
Ditto, without Honors.	25.5	31.2	49.9	52.7	24.6	34.1	15.7	.	52.2	50.
Total Per-centage passed.	78.	82.7	96.8	91.2	95.3	65.4	90.7	100.	95.7	100.
(Over Age.)										
Passed with Honors, . . .	4	14	21	.	51	.	.	.	.	.
„ without Honors, . . .	19	51	78	5	54	5	2	.	.	.
Failed,	21	26	38	5	28	7	.	.	.	.
Total Examined, . . .	44	101	137	10	128	12	2	.	.	.
Proportion per cent. who passed with Honors.	9.1	13.9	15.3	.	39.8	.	.	.	.	.
Ditto, without Honors.	43.2	60.4	58.9	40.	42.2	41.7	100.	.	.	.
Total Per-centage passed.	52.3	74.3	72.2	60.	82.	41.7	100.	.	.	.

with Honors, (2) the number who passed without Honors, (3) the number who per cent. to those examined of those who (5) passed with Honors, without Honors—continued.

BOYS.

SUBJECTS.										Middle grade (Of the Prescribed Age).
Commercial Spanish.	Celtic.	Arithmetic.	Book-keeping.	English.	Algebra.	Natural Philosophy.	Chemistry.	Drawing.	Shorthand.	
.	38	228	128	294	139	51	18	15	73	Passed with Honors.
.	17	340	59	252	262	28	17	72	36	" without Honors.
.	4	124	19	124	237	26	13	59	29	Failed.
.	59	762	206	676	358	105	42	156	131	Total Examined.
.	614	325	611	439	218	486	388	96	529	Proportion per cent. who passed with Honors.
.	298	423	286	376	411	267	405	461	291	Ditto, without Honors.
.	932	823	907	815	629	753	691	557	79	Total Per-centage passed.
										(Over Age).
.	.	4	5	23	3	3	.	.	2	Passed with Honors.
.	1	55	4	58	25	3	1	5	3	" without Honors.
.	1	76	3	63	56	6	2	16	6	Failed.
.	2	135	15	124	114	12	3	21	11	Total Examined.
.	.	5	533	172	26	25	.	.	182	Proportion per cent. who passed with Honors.
.	50	407	257	433	219	25	333	238	273	Ditto, without Honors.
.	50	457	50	635	245	50	333	238	455	Total Per-centage passed.

TABLE IV.—Showing for each subject (1) the number of students who passed failed, and (4) the total number examined; also the proportion and (6) who passed

BOYS.

Senior Grade (Of the Prescribed Age).	SUBJECTS.									
	Greek.	Latin	English.	Commercial English.	French.	Commercial French.	German.	Commercial German.	Italian.	Commercial Italian.
Passed with Honors, . . .	79	141	74	1	182	20	11	5	9	5
" without Honors, . . .	50	81	151	11	56	24	3	2	4	1
Failed,	28	28	49	3	19	5	1	1	1	1
Total Examined, . . .	157	250	274	15	257	49	15	7	14	7
Proportion per cent. who passed with Honors,	50.3	56.4	27.9	6.7	70.8	40.8	73.3	71.4	89.2	100
Ditto, without Honors,	31.8	32.4	57	73.3	21.8	40	20	28.6	30.8	1
Total Per-centage passed,	82.1	88.8	84.9	80	92.6	80.8	93.3	100	100	100
(Over Age.)										
Passed with Honors, . . .	6	14	1	1	9	1	1	1	1	1
" without Honors, . . .	10	17	25	2	16	1	1	1	1	1
Failed,	12	6	14	1	13	1	1	1	1	1
Total Examined, . . .	28	37	40	4	38	3	3	3	3	3
Proportion per cent. who passed with Honors,	21.4	37.8	2.5	25	23.7	33.3	33.3	33.3	33.3	33.3
Ditto, without Honors,	35.7	45.9	62.5	50	42.1	33.3	33.3	33.3	33.3	33.3
Total Per-centage passed,	57.1	83.7	65.0	75	65.8	66.7	66.7	66.7	66.7	66.7

with Honors, (2) the number who passed without Honors, (3) the number who per cent. to those examined of those who (5) passed with Honors, without Honors—continued.

BOYS.

SUBJECTS.									Senior Grade (Of the Prescribed Age).
Commercial Spanish.	Celtic.	Algebra and Arithmetick.	Euclid.	Plane Trigonometry.	Natural Philosophy.	Chemistry.	Drawing.	Shorthand.	
.	10	86	103	39	19	3	11	9	Passed with Honors.
.	13	118	135	100	7	3	7	13	" without Honors.
.	2	46	20	68	4	2	3	7	Failed.
.	25	250	258	211	30	8	21	29	Total Examined.
.	40	34	39.9	18.5	63.3	87.5	52.4	31	Proportion per cent. who passed with Honors.
.	52	46.6	52.3	51.6	28.3	37.5	35.3	44.3	Ditto, without Honors.
.	92	80.6	92.2	70.1	88.6	75	85.7	75.3	Total Per-centage passed.
									(Over Age).
.	.	5	4	1	1	.	.	.	Passed with Honors.
.	.	18	28	9	2	.	1	1	" without Honors.
.	.	11	6	14	1	.	.	.	Failed.
.	.	34	38	24	4	.	1	1	Total Examined.
.	.	14.7	10.5	4.2	2.5	.	.	.	Proportion per cent. who passed with Honors.
.	.	52.9	73.7	37.5	50	.	100	100	Ditto, without Honors.
.	.	87.8	84.2	41.7	75	.	100	100	Total Per-centage passed

TABLE IV.—Showing for each subject (1) the number of students who passed, failed, and (4) the total number examined; also the proportion and (6) who passed

BOYS.

Total in all Grades (Of the Prescribed Age).	SUBJECTS.										
	Greek.	Latin.	English.	Commercial English.	French.	Commercial French.	German.	Commercial German.	Italian.	Commercial Italian.	Spanish.
Passed with Honors, . . .	447	1,336	2,132	77	2,182	155	85	10	62	9	1
“ without Honors, . . .	267	1,022	2,408	206	1,031	231	34	2	34	1	.
Failed,	238	960	489	112	967	243	12	.	50	.	.
Total Examined, . . .	1,012	3,318	5,129	395	4,180	631	129	12	116	10	1
Proportion per cent. who passed with Honors, . . .	44.2	39.8	41.6	19.5	45.6	24.6	64.3	83.3	53.4	90	100
“ without Honors, . . .	26.4	30.8	46.9	52.1	24.9	37.1	26.3	16.7	29.3	10	.
Total Per-centage passed, . . .	70.6	70.2	88.5	71.6	70.5	61.7	90.6	100	82.7	100	100
(Over Age.)											
Passed with Honors, . . .	10	84	88	.	139	.	.	.	.	.	.
“ without Honors, . . .	46	127	298	21	180	14	4	.	.	.	.
Failed,	68	123	77	20	120	22	.	.	.	.	.
Total Examined, . . .	124	234	463	41	439	36	4	.	.	.	.
Proportion per cent. who passed with Honors, . . .	8.1	36	19	.	31.7	.	.	.	.	.	.
“ without Honors, . . .	37.1	54.3	64.4	51.2	41	38.9	100	.	.	.	.
Total Per-centage passed, . . .	45.2	58.2	83.4	51.2	72.7	38.9	100	.	.	.	.

with Honors, (2) the number who passed without Honors, (3) the number who per cent. to those examined of those who (5) passed with Honors, without Honors—continued.

BOYS.

SUBJECTS.											Total in all Grades (Of the Prescribed Age.)
Celtic.	Arithmetic.	Book-keeping.	English.	Algebra.	Algebra and Arithmetic.	Plane Trigonometry.	Natural Philosophy.	Chemistry.	Drawing.	Shorthand.	
222	1,450	347	1,623	1,084	86	39	141	51	707	361	Passed with Honors.
155	2,520	633	2,106	1,492	118	109	117	90	1,309	356	without Honors.
146	1,194	303	1,020	1,718	49	68	136	104	622	223	Failed.
523	4,860	1,343	4,843	4,294	263	211	414	245	2,638	819	Total Examined.
135	295	278	335	292	34	135	34	203	278	367	Proportion per cent. who passed with Honors.
291	459	471	453	317	405	515	283	307	475	311	Ditto, without Honors.
728	754	729	788	599	800	701	623	575	754	678	Total Per-centage passed.
											(Over Age.)
.	69	24	82	11	5	1	6	.	16	21	Passed with Honors.
3	128	66	245	94	18	9	11	6	87	11	without Honors.
5	163	27	117	234	11	14	29	13	41	80	Failed.
8	420	107	444	339	34	24	48	21	144	62	Total Examined.
.	14	224	185	32	147	42	15	.	171	339	Proportion per cent. who passed with Honors.
275	471	523	532	277	529	375	259	25	804	177	Ditto, without Honors.
375	811	747	737	309	676	417	369	25	715	515	Total Per-centage passed.

TABLE IV.—Showing for each subject (1) the number of students who passed failed, and (4) the total number examined; also the proportion and (6) who passed

G I R L S.

Preparatory Grade (Of the Prescribed Age).	Subjects.					
	Greek.	Latin.	English.	French.	German.	Italian.
Passed with Honors, . . . . .	.	42	194	88	31	14
„ without Honors,	1	49	159	181	16	18
Failed,	2	41	22	102	14	7
Total Examined,	3	132	375	371	61	39
Proportion per cent. who passed with Honors,	.	31.8	51.7	23.7	50.8	35.9
Ditto, without Honors	33.3	37.1	42.4	48.6	26.2	45.1
Total Per-centage passed,	33.3	68.9	94.1	72.3	77.	82.
(Over Age).*						
Passed with Honors,						
„ without Honors,						
Failed,						
Total Examined,						
Proportion per cent. who passed with Honors,						
Ditto, without Honors,						

* Over Age Students were not

with Honors, (2) the number who passed without Honors, (3) the number who per cent. to those examined of those who (5) passed with Honors, without Honors—continued.

GIRLS.

Subjects.					Preparatory Grade (Of the Prescribed Age).
Celtic.	Arith- metic.	Euclid.	Algebra.	Drawing	
13	31	51	59	153	Passed with Honors.
7	190	37	109	135	" without Honors.
9	102	54	115	47	Failed.
29	273	152	283	335	Total Examined.
44.8	21.7	40.1	20.8	43.7	Proportion per cent. who passed with Honors.
24.1	50.9	24.3	38.5	40.3	Ditto, without Honors.
68.9	72.6	64.4	59.3	86.	Total Per-centage passed.
					(Over Age.) *
					Passed with Honors.
					" without Honors.
					Failed.
					Total Examined.
					Proportion per cent. who passed with Honors.
					Ditto, without Honors.

*Eligible for Preparatory Grade.

TABLE IV.—Showing for each subject (1) the number of students who passed
failed, and (4) the total number examined ; also the proportion
and (5) who passed

GIRLS.

Junior Grade (Of the Prescribed Age).	SUBJECTS.										
	Greek.	Latin.	English.	Commercial English.	French.	Commercial French.	German.	Commercial German.	Italian.	Commercial Italian.	Spanish.
Passed with Honors, . . .	8	122	393	.	679	65	131	8	49	1	2
" without Honors, . . .	5	135	561	9	271	81	135	9	67	8	.
Failed,	5	80	97	1	92	58	45	3	49	8	.
Total Examined, . . .	28	337	1,051	10	1,042	204	309	15	165	17	2
Proportion per cent. who passed with Honors, . . .	42	37.3	37.4	.	65.2	31.9	42.1	29	31.6	5.9	100
Do so, without Honors, . . .	36	38.2	53.4	90	26	39.7	43.7	60	36.3	47	.
Total Per-centage passed, . . .	78	75.5	90.8	90	91.2	71.6	85.8	89	68.1	52.9	100
(Over Age.)											
Passed with Honors, . . .	.	1	28	.	28	2	.	.	.	.	.
" without Honors, . . .	.	1	81	.	80	1	5	.	.	.	.
Failed, . . . . .	.	8	6	.	17	7	4	.	10	.	.
Total Examined, . . .	.	10	105	.	125	10	9	.	20	.	.
Proportion per cent. who passed with Honors, . . .	.	10	28.6	.	28.6	20	.	.	.	.	.
Do so, without Honors, . . .	.	10	81.2	.	80.6	10	55.6	.	.	.	.
Total Per-centage passed, . . .	.	20	90.7	.	89.1	30	55.6	.	.	.	.

with Honors, (3) the number who passed without Honors, (3) the number who per cent. to those examined of those who (5) passed with Honors, without Honors—continued.

GIRLS.

SUBJECTS.												Junior Grade (Of the Prescribed Age).
Callig.	Arithmetic.	Book-keeping.	Euclid.	Algebra.	Natural Philosophy.	Chemistry.	Botany.	Drawing.	Music.	Domestic Economy.	Shorthand.	
21	170	30	104	74	1	2	13	200	376	233	21	Passed with Honors.
17	633	98	187	252	1	6	25	419	248	415	11	" without Honors.
10	158	51	150	292	1	2	12	107	78	122	19	Failed.
45	1006	153	411	518	3	10	55	735	698	771	51	Total Examined.
437	175	190	292	12	383	90	381	234	339	302	412	Proportion per cent. who passed with Honors.
334	623	601	455	408	333	60	464	57	352	339	216	Ditto, without Honors.
791	803	797	708	538	693	50	735	254	391	841	628	Total Per-centage passed.
												(Over Age).
2	3	4	1	1	.	.	.	25	29	10	.	Passed with Honors.
6	44	6	11	8	.	.	.	45	33	53	1	" without Honors.
1	50	.	6	20	.	.	1	4	8	7	.	Failed.
9	91	10	18	35	.	.	1	75	68	78	1	Total Examined.
222	68	40	55	38	.	.	.	355	478	243	.	Proportion per cent. who passed with Honors.
637	483	60	611	323	.	.	.	613	435	667	100	Ditto, without Honors.
859	571	100	668	356	.	.	.	945	911	91	100	Total Per-centage passed.

TABLE IV.—Showing for each subject (1) the number of students who passed failed, and (4) the total number examined; also the proportion and (6) who passed

GIRLS.

Middle Grade (Of the Prescribed Age).	SUBJECTS.										
	Græc.	Latin.	English.	Commercial English.	French.	Commercial French.	German.	Commercial German.	Italian.	Commercial Italian.	Spanish.
Passed with Honors,	3	63	141	2	260	39	65	4	23	7	1
“ without Honors,	2	35	137	4	73	43	43	13	21	2	2
Failed, . . . . .	.	11	2	.	8	15	3	1	3	.	.
Total Examined,	5	110	280	6	281	97	117	18	62	9	3
Proportion per cent. who passed with Honors.	60	57.3	50.3	33.3	71.2	40.2	56.4	22.2	31.8	77.8	33.3
“ “ without Honors,	40	32.7	48.9	66.7	28.8	44.3	36.7	77.2	40.4	22.2	66.7
Total Per-centage passed, .	100	90	99.2	100	97.2	84.5	93.1	94.4	94.2	100	100
(Over Age.)											
Passed with Honors . . . .	.	1	9	1	12	1	2	.	.	.	.
“ without Honors, . . . .	.	2	26	1	20	3	2	.	.	.	.
Failed, . . . . .	.	1	1	.	4	3	2	1	1	.	.
Total Examined, . . . .	.	4	36	2	36	7	6	1	1	.	.
Proportion per cent. who passed with Honors.	.	25	25	50	33.3	14.3	33.3	.	.	.	.
“ “ without Honors, . . . .	.	50	72.3	50	55.6	42.9	33.3	.	.	.	.
Total Per-centage passed, .	.	75	97.3	100	88.9	57.1	66.7	.	.	.	.

with Honors, (2) the number who passed without Honors, (3) the number who per cent. to those examined of those who (5) passed with Honors, without Honors—continued.

GIRLS.

SUBJECTS.												Middle Grade (Of the Prescribed Age).
Celtic.	Arithmetic.	Book-keeping.	English.	Algebra.	Natural Philosophy.	Chemistry.	Botany.	Drawing.	Music.	Domestic Economy.	Shorthand.	
5	29	29	44	28	5	2	4	15	129	102	5	Passed with Honors.
4	124	10	42	68	5	.	6	67	67	111	2	“ without Honors.
.	98	3	26	45	.	2	2	53	2	5	6	Failed.
9	242	35	114	141	10	4	14	137	188	218	13	Total Examined.
55.6	8.3	62.6	32.6	19.6	50.	30.	28.6	8.7	68.6	46.8	33.6	Proportion per cent. who passed with Honors.
44.4	51.2	28.6	36.8	68.2	80.	.	67.1	68.9	30.3	60.9	16.4	“ “ without Honors.
99.9	39.5	91.4	75.4	68.	100.	30.	83.7	37.6	93.9	97.7	53.9	Total Per-centage passed.
(Over Age).												(Over Age).
.	.	2	1	.	.	.	1	4	13	5	.	Passed with Honors.
1	11	2	4	2	.	.	3	6	6	25	1	“ without Honors.
.	15	1	1	3	.	.	.	9	3	3	1	Failed.
1	26	5	6	5	.	.	4	19	22	33	2	Total Examined.
.	.	40	10.7	.	.	.	25.	31.	69.1	15.1	.	Proportion per cent. who passed with Honors.
100.	42.3	40.	60.7	40.	.	.	75.	61.6	27.3	75.7	95.	“ “ without Honors.
100.	42.3	80.	83.4	40.	.	.	100.	62.6	86.4	90.8	60.	Total Per-centage passed.

TABLE IV.—Showing for each subject (1) the number of students who passed failed, and (4) the total number examined; also the proportion and (6) who passed

GIRLS.

Senior Grade (Of the Prescribed Age).	SUBJECTS.										
	Greek.	Latin.	English.	Commercial English.	French.	Commercial French.	German.	Commercial German.	Italian.	Commercial Italian.	Spanish. Commercial Spanish.
Passed with Honors, . . .	3	36	41	3	96	21	42	5	15	8	1
„ without Honors, . . .	3	28	17	11	57	29	13	11	8	1	2
Failed, . . . . .	.	8	20	1	5	7	12	5	4	1	.
Total Examined, . . .	6	72	138	15	158	57	67	21	27	10	3
Proportion per cent. who passed with Honors,	50	50	29.7	20	69.6	36.8	62.7	23.8	55.6	80	33.3
Ditto, without Honors,	50	38.9	55.8	73.3	36.8	50.9	19.4	52.4	29.6	10	66.7
Total Per-centage passed,	100	88.9	85.5	93.3	96.4	87.7	82.1	76.2	85.1	90	100
(Over Age).											
Passed with Honors, . . .	.	.	.	.	5	.	.	.	.	.	1
„ without Honors, . . .	.	.	8	1	16	3	2	.	3	.	.
Failed, . . . . .	.	1	9	1	2	2	1	.	.	.	.
Total Examined,	.	1	17	2	17	5	3	.	3	.	1
Proportion per cent. who passed with Honors,	.	.	.	.	29.4	.	.	.	.	.	100
Ditto, without Honors,	.	.	47	50	58.8	60	66.7	.	100	.	.
Total Per-centage passed,	.	.	47	50	85.2	60	66.7	.	100	.	100

with Honors, (2) the number who passed without Honors, (3) the number who per cent. to those examined of those who (3) passed with Honors, without Honors—continued.

GIRLS.

SUBJECTS.											Senior Grade (Of the Prescribed Age).
Cotto.	Algebra and Arithmetic.	Euclid.	Plane Trigonometry.	Natural Philosophy.	Chemistry.	Botany.	Drawing.	Music.	Domestic Economy.	Shorthand.	
2	12	17	5	9	.	1	23	65	39	.	Passed with Honors.
2	25	44	16	1	.	1	21	14	42	1	" without Honors.
.	14	10	15	.	.	.	10	1	1	2	Failed.
4	51	71	36	4	.	2	50	80	102	3	Total Examined.
50	235	239	139	75	.	60	474	312	573	.	Proportion per cent. who passed with Honors.
50	45	62	44	25	.	60	356	175	312	353	Ditto, without Honors.
100	725	329	583	100	.	100	83	587	10	333	Total Per-centage passed.
											(Over Age).
.	.	.	.	.	.	.	2	7	5	.	Passed with Honors.
.	.	2	.	.	.	.	5	2	10	.	" without Honors.
.	2	2	.	1	.	.	2	.	.	.	Failed.
.	2	4	.	1	.	.	9	9	15	.	Total Examined.
.	.	.	.	.	.	.	252	773	333	.	Proportion per cent. who passed with Honors.
.	.	50	.	.	.	.	505	252	637	.	Ditto, without Honors.
.	.	50	.	.	.	.	777	100	100	.	Total Per-centage passed.

TABLE IV.—Showing for each subject (1) the number of students who passed failed, and (4) the total number examined; also the proportion and (6) who passed

GIRLS.

Total in all Grades (Of the Prescribed Age).	SUBJECTS.											
	Greek.	Latin.	English.	Commercial English.	French.	Commercial French.	German.	Commercial German.	Italian.	Commercial Italian.	Spanish.	Commercial Spanish.
Passed with Honors,	15	303	709	5	1,003	125	270	12	105	16	4	41
“ without Honors, .	12	238	934	24	502	153	297	33	104	11	4	20
Failed,	7	140	141	2	207	80	77	9	63	9	•	15
Total Examined, .	34	681	1,864	31	1,812	358	554	54	273	36	8	90
Proportion per cent. who passed with Honors.	44.1	41.1	41.7	16.1	55.3	34.9	48.7	22.2	38.8	44.4	50.0	45.5
“ without Honors,	35.3	37.1	50.6	77.4	29.7	42.7	53.4	61.1	38.1	30.6	50.0	33.3
Total Per-centage passed,	79.4	78.1	92.3	93.5	85.7	77.6	86.1	83.3	76.9	74.9	100.0	78.8
(Over Age.)												
Passed with Honors, . .	•	2	37	1	45	3	2	•	•	1	•	2
“ without Honors, . .	•	3	95	2	80	7	9	•	3	•	•	7
Failed,	•	10	10	1	23	12	7	1	11	•	•	1
Total Examined, . .	•	15	142	4	148	22	18	1	14	•	1	10
Proportion per cent. who passed with Honors, . .	•	13.3	26.1	25.0	30.4	13.6	11.1	•	•	100.0	•	20.0
“ without Honors,	•	20.0	66.2	50.0	54.0	31.8	50.0	•	21.4	•	•	70.0
Total Per-centage passed,	•	33.3	89.2	75.0	84.4	45.4	61.1	•	21.4	•	100.0	90.0

with Honors, (2) the number who passed without Honors, (3) the number who per cent. to those examined of those who (5) passed with Honors without Honors—continued.

GIRLS.

SUBJECTS.												Total in all Grades (Of the Prescribed Age).
Book-keeping.	Enclol.	Algebra.	Algebra and Arithmetic.	Plane Trigonometry.	Natural Philosophy.	Chemistry.	Botany.	Drawing.	Music.	Domestic Economy.	Shorthand.	
62	226	151	12	5	9	4	23	462	570	294	23	Passed with Honors.
102	310	429	25	16	7	6	35	642	317	560	14	" without Honors.
34	212	432	14	15	1	4	14	222	79	128	27	Failed.
188	748	1,042	51	26	17	14	72	1,306	968	1,084	67	Total Examined.
275	392	164	235	189	628	286	319	317	69	304	383	Proportion per cent. who passed with Honors.
542	414	412	49	444	412	428	486	607	323	621	369	Ditto without Honors.
818	716	566	725	633	941	714	805	924	918	923	597	* Total Per-centage passed.
6	2	1	.	.	.	.	1	31	49	29	.	(Over Age).
8	17	10	.	.	.	.	3	67	41	87	2	Passed with Honors.
1	9	29	2	.	1	.	1	15	9	10	1	" without Honors.
15	28	40	2	.	1	.	5	103	99	128	3	Failed.
40	71	26	.	.	.	.	20	301	495	22	.	Total Examined.
533	607	29	.	.	.	.	60	553	414	69	607	Proportion per cent. who passed with Honors.
933	678	275	.	.	.	.	80	854	909	92	607	Ditto without Honors.
												Total Per-centage passed.

TABLE V.—Showing the number of Students to whom £50 Prizes (Senior Grade) and Exhibitions were awarded.

	Senior Grade, £50.	Middle Grade, £30 a year, tenable for two years.	Junior Grade, £20 a year, tenable for three years.	Preparatory Grade, £20 tenable for one year.	Total.
Boys, . . .	24	49	187	100	360
Girls, . . .	10	21	71	38	186
Gross Total, .	34	70	258	138	496

TABLE VI.—Showing the number of Students to whom Prizes in Books were awarded.

	First Class Prizes.	Second Class Prizes.	Third Class Prizes.	Total.
BOYS:—				
Preparatory Grade,* . . .	—	—	107	107
Junior " . . .	59	54	86	199
Middle " . . .	35	31	41	107
Senior " . . .	12	12	33	57
Total, . . .	106	97	267	470
GIRLS:—				
Preparatory Grade,* . . .	—	—	43	43
Junior " . . .	21	17	52	90
Middle " . . .	10	11	24	45
Senior " . . .	7	7	11	25
Total, . . .	38	35	130	203
Gross Total, . . .	144	132	397	673

* £1 Book Prizes only were awardable in the Preparatory Grade.

TABLE VII.—Showing the number of Students to whom Prizes in Composition were awarded. (Rule 53.)

—	Greek	Latin	English	French	German	Italian	Collo.	Spanish	Total
Boys:—									
Preparatory Grade, £2, .	4	8	4	6	2	3	6	—	33
Junior " £2, .	7	7	12	9	3	3	6	—	47
Middle " £3, .	3	4	5	3	1	1	4	—	21
Senior " £4, .	5	5	7	2	1	1	1	—	23
Total, . . .	19	24	28	20	7	8	17	—	123
Girls:—									
Preparatory Grade, £2, .	—	4	4	8	2	2	3	—	26
Junior " £2, .	3	2	6	6	5	3	2	—	24
Middle " £3, .	—	3	4	6	2	3	—	—	21
Senior " £4, .	8	4	6	3	—	2	—	—	15
Total, . . .	6	13	20	23	9	10	5	—	86
Gross Total, . . .	25	37	48	43	16	18	22	—	209

TABLE VIII.—Showing the number of Students to whom Special Commercial Prizes were awarded. (Rule 49.)

—	Number.	Value.
Boys:—		£
Junior, £15,	4	60
Do., £10,	14	140
Do., £5,	15	75
Middle £20,	1	20
Do., £10,	1	10
Do., £5,	1	5
Total,	36	£310

TABLE IX.—Showing the number of Students to whom Medals were awarded. (Rule 50.)

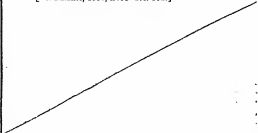
GRADE.	LARGE GOLD MEDALS.	SMALLER GOLD MEDALS.			
	First in Grade.	First in Classics.	First in English.	First in Mathematics.	First in Modern Languages.
Boys, { Senior,	1	1	1	1	*1
{ Middle,	1	1	*1	1	1
{ Junior,	1	*1	1	*1	1
Girls, { Senior,	1	1	1	1	1
{ Middle,	1	1	1	*1	1
{ Junior,	1	1	1	*1	1
Total,	6	5	5	8	5

*In each of these cases the Student, being disqualified for award of the Medal (Rule 50, par. 6) has been awarded a Money Prize of £4.

TABLE X.—ACCOUNTS of the BOARD (original
(A) CAPITAL.

	Securities.	Cash.
	£ s. d.	£ s. d.
Balance on 1st January, 1900,	1,024,069 11 8	—
Cash proceeds of Securities Sold,	—	3,695 9 0
£	1,024,069 11 8	3,695 9 0

(B) INCOME

RECEIPTS.	£	s.	d.	£	s.	d.
<i>In respect of the year 1899:—</i>						
Cash Balance as per Report of 1899,	870	4	6			
Income Tax refunded,	916	13	4			
Sales of Publications,	122	9	0			
						1,909 6 10
[Cr. Balance, 1899, £1,689 13s. 8d.]						
<i>In respect of the year 1900:—</i>						
Interest of Securities,	28,185	5	10			
" on Cash on deposit,	47	12	9			
Examination Fees,	998	15	7			
Do. (late) Fees,	5	12	6			
Sale of Waste Paper,	2	9	0			
Sales of Publications,	17	5	0			
Restitution,	4	9	0			
						29,261 9 8
Cash proceeds of Securities Sold,						3,695 9 0
* [Dr. Balance, 1900, £802 17s. 10d.]						
						
				£	34,866	5 6

* There is a net liability, in addition to this Balance, estimated at £250.

Endowment) for the year ended 31st December, 1900.
ACCOUNT.

	Securities.	Cash.
	£ s. d.	£ s. d.
Securities Sold,	8,800 0 0	3,695 9 0
Balance on 31st December, 1900,	1,020,269 11 8	—
	£ 1,024,069 11 8	3,695 9 0

ACCOUNT.

PAYMENTS.	£ s. d.	£ s. d.
<i>In respect of the year 1899:—</i>		
<i>Administration—</i>		
Incidentals,	39 7 9	
Printing and Stationery,	13 13 11	
Cost of Audit,	100 0 0	153 1 8
<i>Examinations—</i>		
Printing and Stationery,	79 10 0	
Petty Expenses,	5 15 0	
Minor Prizes,	10 0 0	
Results Fees,	21 6 6	116 11 6
<i>In respect of the year 1900:—</i>		
<i>Administration—*</i>		
Permanent Salaries,	3,884 17 0	
Writers,	527 18 0	
Rent,	64 12 4	
Printing and Stationery,	55 1 8	
Incidentals,	257 7 0	4,289 15 7
<i>Examinations—*</i>		
Examiners' Remuneration,	5,440 0 0	
Do., Locomotive Expenses,	34 5 9	
Do., Incidental and Petty Expenses,	8 9 3	
Centre Superintendents' Remuneration,	3,717 0 0	
Do., Locomotive Expenses,	599 13 4	
Do., Incidental and Petty Expenses,	270 11 5	
Hire of Rooms,	283 19 0	
Printing and Stationery,	1,224 19 2	
Petty Expenses,	577 14 9	
Locomotive do.,	5 2 6	12,321 15 2
<i>Rewards—</i>		
Money Prizes and Exhibitions, 1900 (new Awards),	3,028 10 0	
Retained Exhibitions of 1898 and 1899,	2,795 0 0	
Results Fees,	8,927 15 8	
Medals and Minor Prizes,	1,180 6 0	15,926 11 8
<i>Miscellaneous—</i>		
Income Tax to be refunded,	1,305 1 1	
Law Costs,	16 13 0	
Balance,	—	1,221 14 1
		836 15 10
		£ 34,865 5 6

* All Expenses of Administration and Examinations are paid out of the original Endowment of the Board, payments from the Local Taxation Grant being limited to Results Fees and rewards to Students.

TABLE XI.—Accounts of the Board (Land Transfer (Customs and Excise) Act) for the year ended 31st December, 1900.

(A) INVESTMENT ACCOUNT.

	Debit.	Credit.		Debit.	Credit.
	£ s d.	£ s d.		£ s d.	£ s d.
Balance on 1st January, 1900,	15,501 15 7	—	Balance on 31st December, 1900,	15,501 15 7	—

(B) INCOME ACCOUNT.

	£ s d.		£ s d.
Balance on 1st January, 1900,	559 5 0	Exhibitions and Heavy Prices,	13,506 20 0
Share of Land Transfer Duties, 1900-1900,	71,000 0 0	Rentile Fees,	47,230 0 0
Interest of Securities,	2,229 16 1	“ in respect of the Year 1900,	10 10 12
“ on Cash on Deposit,	469 15 2	Balance on 31st December, 1900,	15,501 15 7
	£ 75,258 16 1		£ 75,258 16 1

TABLE XII.—THE "BURKE MEMORIAL FUND."

ACCOUNT FOR THE YEAR ENDING 31st DECEMBER, 1901.

CAPITAL ACCOUNT.

Government 2½ per cent. Consols, £1,332 18s. 11d. | Balance on Dec. 31, 1900, . . . £1,332 18s. 11d.

Income Account.

	£	s.	d.		£	s.	d.
Balance on 1st January, 1900,	0	14	8	Printing and Stationery,	1	13	0
5 Jan., Quarter's Dividend on 2½ per cent. Consols,	0	0	3	Prizes (vide page xi.),	21	10	0
5 April, " " " " " "	0	0	3	Balance on Dec. 31, 1900,	1	5	1
5 July, " " " " " "	0	0	3				
5 Oct., " " " " " "	0	0	3				
	£24	7	1		£24	7	1

Given under our Common Seal
this 26th day of April, 1901.



Present at Board Meeting when Seal was affixed,

T. J. BELLINGHAM BRADY, *Assistant Commissioner.*

NAMES OF THE COMMISSIONERS
OF
INTERMEDIATE EDUCATION (IRELAND).

The Right Hon. CHRISTOPHER PALLES, LL.D., Lord Chief Baron of
the Exchequer in Ireland, Chairman.

The Right Hon. Mr. Justice MADDEN, Vice-Chairman.

The Rev. GEORGE SALMON, D.D., D.C.L., LL.D., F.R.S., Provost, Trinity
College, Dublin.

The Right Hon. O'CONOR DON, H.M.L., LL.D.

Rev. W. TODD MARTIN, D.D., D.LIT.

DAVID G. BARKLEY, Esq., LL.D.

His Grace The Most Rev. WILLIAM J. WALSH, D.D., Archbishop
of Dublin.

SAMUEL DILL, Esq., M.A.

Rev. T. A. FINLAY, M.A., F.R.U.I.

Right Rev. GERALD MOLLOY, D.D., D.S.C.

W. J. M. STARKIE, Esq., M.A., D.LIT.

Rev. J. P. MAHAFFY, D.D., MUS.D., S.F.T.C.D.

FRANCIS A. TARLETON, Esq., LL.D., D.S.C., F.T.C.D.

ASSISTANT COMMISSIONER.

T. J. BELLINGHAM BRADY, M.A., LL.D.

APPENDIX I.

LIST of PERSONS of whom a sufficient number were selected with the approval of the LORD LIEUTENANT, to conduct the Examinations in 1900 (Rule 6).

GREEK AND LATIN.

- Armour, Rev. James B., M.A. (R.U.I.)
 Beare, John I., M.A., F.T.C.D.
 Bryce, A. Hamilton, LL.D.
 Carleton, Rev. James G., B.D., Sen. Mod., T.C.D.
 Cotter, W. E. P., B.A., 1st Sen. Mod., T.C.D.
 Croskery, Rev. James, M.A., B.D.
 Dickey, Rev. R. H. F., M.A., B.D.
 Dougan, T. W., M.A., Ex-Fellow, St. John's College, Cambridge;
 Professor of Latin, Queen's College, Belfast.
 Doyle, Charles F., M.A. (F.R.U.I.), B.A. (Dub.), Sen. Mod., T.C.D.
 Exham, Gerard, M.A., F.T.C.D.
 Goligher, W. A., M.A., Sen. Mod., T.C.D.
 Hamilton, Rev. A. B., M.A., LL.B. (R.U.I.)
 Hitchcock, Rev. Francis R. M., M.A., B.D., Dub., 1st Sen. Mod., Univ.
 Student, T.C.D.
 Keene, Charles, M.A. (Dub.), Professor of Greek, Queen's College, Cork.
 Kelly, Very Rev. J. J., Canon.
 Kennedy, Wm., M.A., Univ. Student (R.U.I.), B.A. (Dub.), Sen. Mod., T.C.D.
 Kerin, R. C. B., B.A.
 Kirkpatrick, W. T., M.A.
 Macvan, H. S., M.A., F.T.C.D.
 MacRory, Rev. Joseph, D.D., Professor, St. Patrick's College, Maynooth.
 Maguire, Rev. E., D.D.
 Mannix, Rev. D., Professor, St. Patrick's College, Maynooth.
 Marshall, Rev. P., Professor, Ecclesiastical College, Carlow.
 McCulla, James, M.A.
 McNeill, Hugh A., B.A. (R.U.I.)
 Molohan, John P., M.A. (Dub.), Sen. Mod., T.C.D.
 Montgomery, Robert, M.A., University Student (R.U.I.), B.A., 1st Class
 Classical Tripos, Cantab.
 Morrisroe, Rev. Patrick, The College, Maynooth.
 O'Dea, Henry, B.A. (Dub.), Mod., T.C.D., M.A. (R.U.I.)
 O'Farrell, Very Rev. J., Canon.
 Purser, Louis C., D.LITT., F.T.C.D.
 Riordan, Rev. Patrick.
 Rutherford, H. E., M.A., LL.D.
 Ryan, Rev. Innocent, Professor, St. Patrick's College, Thurles.
 Sanford, Philip George, M.A. (Dub.), Professor of Latin, Queen's
 College, Galway.
 Sheehan, Rev. Michael, Professor, St. Patrick's College, Maynooth.
 Tyrrell, Robert Y., M.A., D.LITT. (Dub.), F.T.C.D.
 Valentine, W. J., M.A., 1st Sen. Mod., T.C.D.
 White, Dudley J., B.A. (Dub.)
 Wilkins, Rev. George, M.A. (Dub.), F.T.C.D.

ENGLISH.

- Allen, Henry J., B.A. (Dub.), 1st Sen. Mod., T.C.D.
 Barlow, Jane.
 Barry, Rev. Louis Aug., LL.D. (Dub.), 1st Sen. Mod., T.C.D.
 Bastable, C. F., LL.D. (Dub.), Professor of Political Economy, University of Dublin.
 Boyd, Andrew, M.A. (R.U.I.)
 Carmichael, Rev. Frederick F., LL.D. (Dub.)
 Coghlan, Rev. Daniel, St. Patrick's College, Maynooth.
 Colclough, John D.
 Cooke, John, M.A. (Dub.), Professor, Church of Ireland Training College, Kildare-place.
 Cowl, Richard P., B.A.
 Coyle, Marie L., M.A.
 Coyne, William P., M.A. F.R.U.I.
 Cunningham, E. M.
 Cusack, John.
 Dixon, W. M., M.A., D.LITT., Professor of English Literature, Mason College, Birmingham.
 Donnellan, Rev. James, St. Patrick's College, Maynooth.
 Donovan, R., B.A. (R.U.I.)
 Evans, Rev. Henry, D.D.
 Fitzgibbon, Henry M., M.A. (Dub.), Senior Mod., T.C.D.
 Fitz-Henry, William A., M.A., LL.B.
 Fogarty, Rev. M., D.D., St. Patrick's College, Maynooth.
 Graham, Wm., M.A. (Dub.), Professor of Jurisprudence and Political Economy, Queen's College, Belfast.
 Greer, Richard C., B.A.
 Hardy, William J., LL.D. (Dub.), Sen. Mod., T.C.D.
 Hayden, Mary, M.A., Junior Fellow (R.U.I.)
 Henry, Rev. J. Edgar, M.A. (R.U.I.)
 Hogan, Rev. J. F., D.D., St. Patrick's College, Maynooth.
 Hogan, Katharine, M.A., Junior Fellow, R.U.I.
 Hogan, Patrick J., M.A.
 Humphreys, Rev. John, B.A.
 Hyde, Douglas, LL.D.
 Joyce, P. W., LL.D., Ex-Professor, Board of National Education.
 Joynt, Maud A. E., M.A. (R.U.I.)
 Kingston, Eileen, B.A.
 Lyster, Thomas W., M.A. (Dub.), 1st Senior Mod., T.C.D.; Librarian, National Library of Ireland.
 M'Bride, Rev. J. B., B.A. (R.U.I.)
 Macartney, R. J., M.A.
 M'Donald, Rev. Walter, D.D., St. Patrick's College, Maynooth.
 Macken, James J., B.A. (R.U.I.)
 Magennis, William, M.A., F.R.U.I.
 MacMullan, S. J., M.A. (R.U.I.), Professor of History and English Literature, Queen's College, Belfast.
 Macran, Rev. Frederick W., B.A. (Dub.), 1st Sen. Mod., T.C.D.
 Macran, Henry S., M.A., F.T.C.D.
 Maturin, Charles, B.A., LL.B.
 Megaw, R. D., M.A., LL.B. (R.U.I.)

- Mulcahy, Rev. Cornelius, Professor of English Literature, St. Patrick's College, Maynooth.
- Newcombe, Rev. J. D. E., B.A., B.D. (Dub.), Sen. Mod., T.C.D.
- Nicolls, Archibald J., LL.B. (Dub.)
- O'Leary, Rev. Patrick, D.D., St. Patrick's College, Maynooth.
- O'Loan, Rev. Daniel, D.D., St. Patrick's College, Maynooth.
- O'Riordan, Rev. M.
- Park, John, M.A., D.LITT. (R.U.I.), F.R.U.I., Professor of Logic and Metaphysics, Queen's College, Belfast.
- Peyton, George, LL.D.
- Quinn, M. T., M.A., Univ. of London.
- Rainsford, Edwin G., B.A., Sen. Mod., T.C.D.
- Redmond, Frederick, B.A. (Dub.), Sen. Mod., T.C.D.
- Savage-Armstrong, George F., M.A. (Dub.), D.LITT., F.R.U.I.; Professor of History and English Literature, Queen's College, Cork.
- Semple, Rev. R. J., M.A.
- Smyth, Rev. J. Paterson, B.A., LL.D. (Dub.), Sen. Mod., T.C.D.
- Stanton, Lucy Vere.
- Steele, L. Edward, M.A. (Dub.), Professor, Church of Ireland Training College, Kildare-place.
- Story, Mary, M.A., University Student (R.U.I.)
- Taylor, John F., B.A.
- Welland, Rev. Charles W., B.A. (Dub.), Sen. Mod., T.C.D.
- Whelan, Rev. Denis, St. John's College, Waterford.
- Whitty, R. C. I., M.A. (Dub.), Sen. Mod., T.C.D.
- Woodburn, Rev. George, M.A., Professor, Magee College, Londonderry.

FRENCH.

- Amours, J. F., B. es L. French Master, Glasgow Academy.
- Bacon, John W., M.A. (R.U.I.)
- Barbier, Paul E. E., Lecturer, French Language and Literature, Univ. Coll., Cardiff, South Wales.
- Barrère, A., Prof. of French, Royal Military Academy, Woolwich.
- Boielle, James, B.A. (Paris).
- Butler, W. F., M.A., Prof. of Modern Languages, Queen's College, Cork.
- Cadie, Edouard, F.R.U.I., Officier de l'Instruction Publique.
- Cogery, A., B.A., LL. (Paris), Examiner in French, Trinity Coll., London
- Decondun, Lydie.
- Guilgault, U. O. Léony.
- Hogan, Rev. J. F., D.D., St. Patrick's Coll., Maynooth.
- Janaa, Elphège, Assistant Examiner in the University of London.
- Lowson, James.
- M'Weeney, Edmond J., M.A., M.B. (R.U.I.)
- Meunier, L. B. Officier d'Académie.
- Morgan, Rev. W. Moore, LL.D. (Dub.)
- Murphy, Thomas A., B.A.
- Näf, Otto C., M.A., London.
- Oger, Victor, French Lecturer, Univ. Coll., Liverpool.
- Spencer, Frederic, M.A., PH.D., Professor of Modern Languages, University College, Bangor.
- Steinberger, Valentine, M.A. (R.U.I.), Professor of Modern Languages, Queen's College, Galway.
- Voegelin, A., B.A. (London).

GERMAN.

- Buchheim, C. A., PH.D., Prof. of German in King's College, London.
 Fischer, E. L.
 Houston, Rev. J. D. C., B.A.
 Milner-Barry, E. L., M.A.
 Selss, Albert M., M.A., LL.D. (Dub.), Sen. Mod., T.C.D., PH.D., Professor of German, University of Dublin.
 Strassburg, P. E., PH.D.
 Weiss, A., M.A., PH.D., Professor of German, Royal Military Academy, Woolwich.

ITALIAN.

- Dalla-Vecchia, Gio.
 Murphy, Rev. W. H., D.D.
 O'Keeffe, Rev. Barth. A., D.D.
 Ricci, Luigi, Prof. City of London College.

SPANISH.

- Ramirez, Ricardo.
 Wheeler, Rev. Thomas, S.J.

CELTIC.

- Flannery, T.
 Hickey, Rev. Michael P., D.D.
 Hogan, Rev. Edmund, S.J., D.LITT.
 Hyde, Douglas, LL.D.
 McCarthy, Rev. B., D.D.
 McNeill, John.
 Murphy, Rev. James E. H., B.A., Professor of Irish, University of Dublin.
 Olden, Rev. Thomas, B.A.

MATHEMATICS.

- Alexander, J. J., M.A. (R.U.I.), B.A. (Cantab.)
 Allman, George J., LL.D., D.Sc., F.R.S., Ex-Professor of Mathematics, Queen's College, Galway.
 Barrett, Rev. Michael.
 Bergin, William, M.A. (Dub.), Sen. Mod., T.C.D., Professor of Natural Philosophy, Queen's College, Cork.
 Bernard, Rev. J. H., M.A., D.D. (Dub.), F.T.C.D.
 Best, Richard, M.A.
 Culverwell, Edward P., M.A., F.T.C.D.
 Dilworth, W. J., M.A.
 Dowling, E. Hughes, B.A., Math. Tutor, University College, Dublin.
 Dowling, P. A. E., B.A.
 England, John, M.A. (Dub.), Ex-Professor of Natural Philosophy, Queen's College, Cork.
 Fry, M. W. Joseph, M.A. (Dub.), F.T.C.D.
 Gibney, James J., M.A. (F.R.U.I.)
 Griffin, Robert W., M.A., LL.D. (Dub.)
 Hooper, John, B.A., R.U.I.
 Inwood, Thomas W., B.A.

- Johnston, J. P., M.A. (Dub.), Sen. Mod., T.C.D.
 Johnston, Swift P., M.A., Professor of Moral Philosophy, T.C.D.
 Joly, C. J., M.A., F.T.C.D.
 Kelleher, Stephen B., M.A. (R.U.I.)
 Kelly, Patrick.
 Larmor, Alexander, M.A.
 Lawlor, Rev. H. J., D.D.
 Leatham, John G., M.A., Fellow of St. John's College, Cambridge.
 Leebody, John R., D.Sc. (R.U.I.), Professor of Mathematics and Natural Philosophy, Magee College, Londonderry.
 McClelland, J. A., M.A.
 M'Weeney, Henry C., M.A., F.R.U.I., Sen. Mod. (T.C.D.)
 Moran, Rev. Francis, M.A. (Dub.)
 Nixon, R. C. J., M.A.
 O'Doherty, Rev. Patrick A.
 Orr, Wm. M'F., M.A. (R.U.I.), Sen. Wrangler, Fellow of St. John's College, Cambridge; Prof. of Applied Mathematics and Mechanism, Royal College of Science, Ireland.
 Panton, Arthur W., M.A., D.Sc. (Dub.), F.T.C.D.
 Power, Rev. Thos. R., Professor of Mathematics, St. Patrick's College, Thurles.
 Rambaut, Arthur A., M.A., D.Sc., Radcliffe Observer, Oxford.
 Rea, James C., B.A. (R.U.I.), Professor, Church of Ireland Training College, Kildare-place.
 Roberts, Rev. W. R. Westropp, M.A. (Dub.), F.T.C.D.
 Russell, R., M.A. (Dub.), F.T.C.D.
 Smith, Rev. Charles, M.A. (R.U.I.), 1st Sen. Mod. (T.C.D.), Univ. Student.
 Tarleton, Francis A., LL.D., D.Sc. (Dub.), F.T.C.D.
 Thrift, W. E., M.A., F.T.C.D.
 Yates, James, B.A., Sen. Mod., T.C.D.

ARITHMETIC AND BOOK-KEEPING.

- Bell, Hamilton.
 Browne, J. J.
 Dowd, Rev. James, B.A. (Dub.), Sen. Mod., T.C.D.
 Farrelly, Daniel.
 Fitzpatrick, S., Professor of Mathematics, Catholic Training College, Drumcondra.
 Houston, W. A., M.A.
 Irwin, Ven. Charles K., D.D. (Dub.)
 Macbeth, Rev. John, LL.D. (Dub.)
 O'Connor, George R.
 O'Connor, P. J., B.A. (R.U.I.)
 Sutcliffe, Rev. Thomas, B.A. (Dub.)
 Whitton, Frederick A., Accountant, Representative Church Body.

NATURAL PHILOSOPHY.

- Burke, John, B.A., Sen. Mod., T.C.D.
 Coffey, George, B.E. (Dub.), Sen. Mod., T.C.D.
 Dixon, Margaret K., M.A.
 Doherty, J. J., LL.D. (Dub.), Sen. Mod., T.C.D.
 Gillespie, John R., M.A.

- Johnston, Rev. John, M.A.
 Joly, John, D.Sc., F.R.S.
 Paul, John, B.A. (R.U.I.)
 Preston, Thomas, M.A. (Dub.), F.R.U.I., F.R.S.
 Scott, W. A., M.A. (Dub.), Professor of Physical Science, St. David's College, Lampeter, South Wales.
 Stewart, John Huston, B.A., F.R.U.I., B.Sc. (London); Professor of Experimental Physics, University College, Dublin.

CHEMISTRY.

- Adeney, Walter E., D.Sc., F.I.C.
 Dixon, Augustus E., M.D., F.C.S., Prof. of Chemistry, Queen's College, Cork.
 Foy, P. Bertram.
 Letts, Edmund A., Ph.D., F.C.S., Professor of Chemistry, Queen's College, Belfast.
 M'Hugh, Michael, M.B. (Dub.), Senior Mod., T.C.D.
 Moss, Richard J., F.C.S., F.I.C., Registrar and Chemical Analyst, Royal Dublin Society.
 Pratt, J. Dallas, M.A., M.D.
 Robertson, Mary W., M.A. (R.U.I.)
 Werner, Emil A., F.C.S.

BOTANY.

- Anderson, R. J., M.A., M.D. (R.U.I.), Prof. of Nat. Hist., Queen's Coll., Galway.
 Blayney, Alexander, M.A., M.B.
 Dixon, Henry H., B.A., Sen. Mod., T.C.D.
 Hanna, William, M.A.
 Sigerson, George, M.D., M.Ch. (R.U.I.)
 Wright, Ed. Perceval, M.D. (Dub.), Prof. of Botany, University of Dublin.

DRAWING.

- Atkinson, George M., Exam., Science and Art Department, South Kensington.
 Carroll, John, Art Master, Hammersmith Training Coll.
 Conan, Florence.
 Crowther, W. E.
 Hine, William Egerton.
 Langman, A. W. F., Senior Drawing Inspector to the London School Board.
 Lindsay, Thomas M., Drawing Master, Rugby School.
 Mulligan, James A.
 O'Brien, Edward Stewart, B.A., B.E. (R.U.I.)
 Prendergast, P. J., A.N.I.C.E.
 Rawle, John S., F.S.A.
 Scully, T., B.E. (R.U.I.)

THEORY OF MUSIC.

Bewerunge, Rev. H., St. Patrick's College, Maynooth.
 Gater, William H., MUS.D.
 Gick, Thomas, MUS.D. (Dub.)
 Jozé, T. R. G., MUS.D. (Dub.)
 Marks, J. Chr., MUS.D. (Oxon.)
 Merrick, Frank, MUS.D.
 Muntz, Ellie.
 Patterson, Annie, MUS.D.
 Rogers, Brendan J.
 Seymour, Joseph, MUS.B.
 Smith, Joseph, MUS.D. (Dub.)

DOMESTIC ECONOMY.

Barrington-Ward, M. J., M.A. (Oxon.), H.M. Inspector of Schools.
 Daly, Mary.
 Gallaher, Fannie M.
 Harrison, W. Jerome, Science Demonstrator, Birmingham School
 Board, &c.
 MacCarthy, Margaret.
 Moore, Elizabeth.
 Roche, Antony, M.R.C.P.I.
 Todd, Mary Bellingham.

SHORTHAND.

Boyle, M. F.
 Bunbury, George William.
 Healy, F. C. Wallis.
 Holt, Henry.
 Hunt, Henry.
 O'Malley, M. T.
 Ryan, Charles.

APPENDIX II.

LIST OF EXAMINERS

SELECTED, WITH THE APPROVAL OF THE LORD LIEUTENANT, TO
CONDUCT THE EXAMINATIONS IN 1900.

GREEK AND LATIN.

Armour, Rev. James B., M.A.
Doyle, Charles F., M.A.
Exham, Gerald, M.A. (F.T.C.D.)
Keene, Charles, M.A., Professor of Greek, Queen's Coll., Cork.
Kennedy, William, M.A., F.T.C.D.
Kerin, R. C. B., B.A.
M'Culla, James, M.A.
M'Noill, Hugh A., B.A.
Molohan, John P., M.A.
Riordan, Rev. Patrick.
Ryan, Rev. Innocent.

ENGLISH.

Barry, Rev. Louis Aug., LL.D., 1st Sen. Mod., T.C.D.
Cooke, John, M.A. Professor, Church of Ireland Training College
Kildare-place.
Coyne, William P., M.A., F.R.U.I.
Hayden, Mary, M.A.
Hogan, Patrick J., M.A.
Mulcahy, Rev. Cornelius, Prof. of English Rhetoric, Maynooth Coll.
Nicolls, Archibald J., LL.B.
O'Joan, Rev. Daniel, D.D.
O'Riordan, Rev. M., D.D.
Park, John, M.A., D.LIT. F.R.U.I., Professor of Logic and Metaphysics,
Queen's College, Belfast.
Redmond, Frederick, B.A.
Semple, Rev. R. J., M.A.
Smyth, Rev. J. Paterson, LL.D.
Story, Mary, M.A.
Taylor, John F., B.A.
Woodburn, Rev. George, M.A.

FRENCH.

Bacon, John W., M.A.
Barbier, Paul E. E., Lecturer, French Language and Literature, Univ.
Coll., Cardiff, South Wales.
Boiello, James, B.A.
Butler, W. F., M.A., Prof. of Modern Languages, Queen's Coll., Cork.
Hogan, Rev. T. F., D.D.
Naf, Otto C., M.A.
Spencer, Frederic, M.A.
Steinberger, Valentine, M.A., Professor of Modern Languages, Queen's
College, Galway.

GERMAN

Milner-Barry, E. L., M.A.

SPANISH.

Ramirez, Ricardo.

ITALIAN.

Murphy, Rev. W. H., D.D.

CELTIC.

M'Neill, John, B.A.

MATHEMATICS.

Bergin, William, M.A.

Dowling, E. Hughes, B.A.

Johnston, Swift P., M.A.

Kelleher, Stephen B., M.A.

Kelly, Patrick.

Leebody, John R., D.Sc.

McClelland, J. A., M.A.

M'Weeney, Henry C., M.A., F.R.U.I.

Power, Rev. Thomas R.

Rea, James C., B.A.

Russell, R., M.A., F.T.C.D.

Thrift, W. E., M.A., F.T.C.D.

ARITHMETIC AND BOOK-KEEPING.

Dowd, Rev. James, B.A.

Fitzpatrick, S.

Houston, W. A., M.A.

O'Connor, George R.

Whitton, Frederick A.

NATURAL PHILOSOPHY.

Doherty, J. J., LL.D.

CHEMISTRY.

Werner, Emil A., F.C.S.

BOTANY.

Anderson, R., M.A., M.D.

DRAWING.

Atkinson, George M.

Langman, A. W. F.

Prendergast, P. J., A.M.I.C.E.

Scully, T., B.A., B.E.

THEORY OF MUSIC

Patterson, Annie, B.A., MUS.D.

DOMESTIC ECONOMY.

Gallagher, Fannie M.

SHORTHAND.

Bunbury, George William.

O'Malley, M. T.

APPENDIX III.

EXTRACTS FROM THE REPORTS OF THE EXAMINERS,
1900.

GREEK.

SENIOR GRADE.—FIRST PAPER.—BOYS AND GIRLS.

Report of JOHN P. MOLOHAN, M.A.

The answering of the boys of the Senior Grade on the First Greek Paper was extremely satisfactory. The Grammar had been carefully and exactly studied; the poorest answers were those to Questions 1 (declension of nouns and adjectives), and to 5 (syntax). The distinction between *γράφει νόμον* and *γράφεσθαι νόμον* was sometimes confused with that between *θείνει νόμον* and *θέεσθαι νόμον*; in some instances the difference between the uses of *ὡς* and *ὥστε* with participles was not accurately explained.

I was glad to note a great improvement in Greek Prose Composition. Many of the compositions were decidedly better than any I have had before. One candidate was awarded 94 per cent. for an exceedingly accurate and spirited version of the passage set for translation into Greek; two others obtained 92·8 per cent., while quite a large proportion gained over 80 per cent. Even in the weaker candidates, though there was about the usual percentage of grammatical errors, most of the candidates showed that they knew how to set about writing Greek; there was less slavish adherence to translating the English word by its Greek equivalent, and the absence of connecting particles was less noticeable.

The translation was exceedingly well done, both as regards accuracy and style. In a few cases *βοῦδρόμια* in Passage C, was rendered "sorry little oxen" or "paltry beeves," as if the alternative *βοῦδια* had been read. The questions on the text were fairly answered.

The girls (6), though none was individually as good as the best of the boys, also did very well. All gained Honours marks in Grammar and Composition. The Grammar was good, the Composition fair, but the Translation was not quite so good as that of the boys. The answering to the questions on the text was poorer.

SENIOR GRADE.—SECOND PAPER.—BOYS AND GIRLS.

Report of CHARLES H. KEENE, M.A.

The answering on this paper was good, especially in the prescribed book, *Iliad I*. Of the 191 candidates, 66 scored over 400, of whom 10 scored over 500 of the 600 marks allotted for the paper. Only 35 scored under 30 per cent. The answering of Question 4, on the subject matter of the prescribed book, was good, but the few parsing questions were not as well answered as the general careful preparation of the book would have led one to expect. The answering of the questions in History, Literature, and Antiquities was satisfactory. In the unprescribed passages from the *Meidias* and the *Iliad* more than half the candidates scored the respectable figure of 50 per cent. They exhibited, however, a curious variety of opinion as to the meaning of some not uncommon words.

Six girls took the paper and their answering was good.

MIDDLE GRADE.—FIRST PAPER.—BOYS AND GIRLS.

Report of JOHN P. MOLOHAN, M.A.

I am glad to be able to report that the work done in the Middle Grade First Greek Paper was of a very high quality.

The Grammar, taken all round, was good, the only questions in which any weakness was shown being Nos. 1 (declensions of nouns and adjectives), and 3 (parsing and conjugation of verbs). I was surprised, however, to find in this Grade a few instances of the *iota subscriptum* being wrongly inserted. Forms like ἴψαι, κρίσαι, &c., were occasionally met with in the Answer Books of the weaker candidates. This points to insufficient practice in Greek writing on the part of these candidates.

The Composition, too, was good. The rendering of the sentences, set for translation into Greek, showed grammatical accuracy, correct accentuation, and a knowledge of idiom that was very creditable. One candidate obtained 91·6 per cent. of the total marks for Composition, and several others scored over 80 per cent.

The translation of the Apology was, in most cases, excellent; there were, however, a few who translated ἐν ἀλίγῃ, in Passage C, as if it were the variant ἐνὶ λόγῃ. The force of the particles was not brought out by others.

The answering to the Questions arising out of the text (Nos. 8 and 9) was good. That the main divisions of the Apology were due to the procedure of an ἀγὼν ῥημπτός was not known by as many as one would expect. Here I would like to impress on students not to content themselves with acquiring merely the translation of their author. To derive real educational benefit from the study of an author, they should also make themselves thoroughly acquainted with the matter and spirit of the work, the lessons it teaches, the circumstances under which it was produced, &c., &c. Surely no one would say that the student, who answered the question about the treatment of Socrates on the comic stage by saying "Socrates was a great actor," derived all the benefit he should have derived from a year's study of the Apology. Yet this student obtained 80 out of 140 marks for his translation. This, however—which is an exceptional case, and which I mention only to point my moral—does not detract from the general merit of the great bulk of the answering in this Grade. The "over-age" candidates were much weaker than the others. On the other hand, the girls (5) were very good. Honours marks in Grammar and Composition were obtained by all but one, and she passed.

The result of the year's work, as shown by the answering on this paper, is one on which both the teachers and students may justly congratulate themselves.

MIDDLE GRADE.—SECOND PAPER.—BOYS AND GIRLS.

Report of CHARLES H. KEENE, M.A.

Of the 299 candidates in this Grade 210 scored 30 per cent. or over out of the 580 marks allotted to the paper, and of these 153 scored over 50 per cent.

The questions on the subject matter of the proscribed book, Hecuba, were answered by almost every candidate, and the questions in History were also for the most part well answered. The scansion was the weakest point, few of the answers being satisfactory. 160 candidates scored 30 per cent. or over in the passages for translation at sight.

Five girls sent in answer books. Their answering was good.

JUNIOR GRADE.—FIRST PAPER.—BOYS AND GIRLS.

Report of JOHN P. MOLOHAN, M.A.

Judging from the answering in the Junior Grade First Greek Paper, I should say the Juniors (of the proper age) this year were an uneven lot. The majority (275 out of 499) who obtained Honours marks in Grammar and Composition did, most of them, excellent work in Grammar, Composition, Translation, and Questions on the text. Two obtained over 600 marks out of a total of 660, and quite a respectable number got between 500 and 600. The candidates recommended for Composition Prizes obtained from 91·3 to 95·6 per cent. in Composition, and a large number fell very little short of these. For these candidates and their teachers I have nothing but the warmest praise.

This year, for the first time, I noticed that a comparatively large number, who answered fairly well in Grammar and Composition, either did not attempt the Xenophon at all or failed to obtain 25 per cent. of the marks allotted to that section of the paper. There is no excuse for Junior Grade students of ordinary capacity and industry being unable to make up a short book of the Anabasis within a year. But the fact is, that of the failures—and it is of the failures alone I am now speaking—the majority were unacquainted with even the rudiments of Greek, and one cannot understand how they were allowed to present themselves for examination in Greek at all. Some candidates felt this themselves; one added a note that he had been studying Greek only for a short time, and had not read either the authors or the History. Among these candidates I found nouns were declined with an ablative case; the nouns and adjectives were learned by some who knew nothing of the verbs or syntax; breathings and accents were either omitted altogether, or incorrectly written; the *iota subscriptum* was wrongly inserted; even the Greek words given in the examination paper—all familiar examples taken from ordinary grammars—were not accurately copied in the answer; “*χεῖρες*” was written “*εῖρες*,” “*θυγάτηρ*” “*θυγάτηρ*,” &c., which points to insufficient practice in writing Greek; adverbs were compared as adjectives, and *vice versa*. In the sentence “The king asked the Greeks for their arms,” “for their arms” was rendered (in several instances) by γὰρ τοὺς ὅπλους, or γὰρ τὰ ὅπλα, or γὰρ τοῖς ὅπλοις. If this were an isolated case I should not notice it, but it was not. The “over age” candidates, as is usually the case, were the weaker.

The efficacy of the *word for word* translation test was again clearly proved. One candidate, who obtained only 5 out of 40 marks for passage A (*word for word*), got 20 out of 40 for B, and full marks for C (*passages to be translated in the ordinary way*). In *ὅς ἂν τὸν ἀφέντα τὸν ὄνον εἰς τὰ ὅπλα μὴλύσῃ*, several translated *ἀφέντα* by “would tell,” and *μὴλύσῃ* by “let loose.” There is no better test for detecting, in written examinations, the candidates who have got the translation off by heart. Besides the very fact that students know they will have to undergo this test should discourage, and does discourage, the unintelligent use of literal translations, and I am glad to notice that in this year’s papers there is less evidence than in previous years of this baneful practice. The translation of the better equipped candidates was most excellent. In some cases the force of the future participle *ἀρξομένους* in the text of passage C was not noticed.

The answering to Questions 8 and 9 (on phrases from the text and allusions out of the author) was good on the whole. Marks were obtained on these questions by 328 out of 499 Juniors (of the proper age), over 65 per cent. The phrases from the text were asked :—1st—to test whether the student had studied his author carefully, not with a view to acquiring the translation only, but to mastering the matter as well. It is quite conceivable that a clever boy, who had read Greek a little more widely, could translate the *Anabasis* at sight, but he would not have studied his author. 2nd—to improve the students' vocabulary and knowledge of idiomatic phrases. Everybody with any practical experience of teaching boys, knows that one of the best ways to train them to write Greek or Latin is to practise them in turning the English translation of their author back into the original, and the more idiomatic phrases from their author they learn, the better and the more idiomatic will their Greek and Latin writing be. In connection with Question 9, I wish to repeat what I have said in my Report on the Middle Grade, that the matter, the history and biography, and the geography of the author ought to be as carefully studied as the translation. No teacher who knew how to interest his pupils in their work would omit calling their attention to such important allusions as those to the Peloponnesian war and to Gorgias. Such a teacher's pupils, at all events, would not be likely, as one candidate did, to confound Gorgias with the Gorgons. The geography question, while fully answered by some, was only moderately known by many. The study of the atlas should go hand in hand with the study of the *Anabasis*. Then one would not have to deplore such hazy notions of the geographical position of places as was exhibited by the candidate who said "Perinthus was in Asia Minor in Thrace."

I was pleased to note a great improvement in orthography and English, also that the "dislocated" answers, which were such a trouble in former years, were much rarer, though this blemish had crept into at least one of the otherwise exceedingly neat papers sent up by the girls of this Grade. Altogether the papers were better arranged and more legible than those I have had from this Grade before.

The girls (20) did very well; 12 obtaining Honours marks in grammar and composition, 7 passing; only 1 failed.

JUNIOR GRADE.—SECOND PAPER.—BOYS AND GIRLS.

Report of CHARLES H. KEENE, M.A.

The most striking deficiency in the answering on this paper was on Question 2, which was devoted to parsing. This is, of course, unsatisfactory, but it will not surprise anyone who has had much experience in teaching Greek. The words to be parsed were all verbal forms, and undoubtedly one of the most difficult tasks the young student of Greek has to face is tracking verbs under the Protean changes of form that disguise them. The prescribed book selections from Lucian had been carefully prepared, not only in respect of translation, but also in respect of the subject matter as was shown by the answers to Question 4. Many of the candidates gave fair versions of the unprescribed passage, and the answering in History was also good. Fourteen girls out of the twenty who presented themselves for examination answered 30 per cent. or over, and of these 9 exceeded 50 per cent. Of the 520 boys, 280 scored 30 per cent. or over, and of these 195 scored more than 50 per cent.

PREPARATORY GRADE.—FIRST PAPER.—BOYS AND GIRLS.

Report of HUGH A. McNEILL, B.A.

One hundred and three boys and three girls were examined. The paper consisted of questions on Grammar and Composition. The best answering, speaking generally, was on the forms of comparatives and superlatives, and the worst on the Syntax question: "How are the agent and the instrument, respectively, expressed in Greek with a passive verb? Give the English translation of your examples." Repeatedly was this elementary question badly answered or wholly misinterpreted by students who exemplified the rule correctly in their composition. Several scrupulously kept their examples to themselves, and gave the examiner *only* the translations.

There is a great deal of confusion in answers between the letters κ , γ and χ , as also between α and ϵ . An examiner cannot, though he may regret the fact, take $\gamma\upsilon\alpha\alpha\sigma\iota$ as the dative plural of $\gamma\upsilon\eta$. It would seem as if the attempt to teach Greek by ear cannot have justice done it on a written page, on account of the unhappy results on spelling.

The answering suggests some remarks on the teaching of this Grade. If a pupil cannot acquire a working knowledge of Greek accents at this early stage, why not reserve the question of accent either wholly or in part until later? The natural middle course would seem to be to call attention to easy accentuation as of comparatives and superlatives and of verbs, at the beginning. It is better that a boy's Greek should show no accent at all than accent a word on the sixth syllable from the end. Forms and inflexions inadmissible in Attic prose should not be taught to these young students. Early prepossessions are difficult to displace. Homeric forms are bad enough, but when Herodotus and Homer combine in one answer to oust Attic Greek, an examiner is bound to protest.

Both boys and girls would have done better if an attempt to cover everything in the programme, somehow or another, had not been a paramount influence. Undigested and inaccurate information is the inevitable result, and has been conspicuously present. The general policy of getting in something on every word in the grammar paper has not been successful from the marking point of view. It is well for a boy to have some distinction in his mind between what he really does know and what he does not know, unless indeed the latter category is to be dismissed as impossible. I have noticed a tendency among Intermediate students so to regard it. As an object lesson on the examination value of the alternative course of narrowing work and doing it well I may point out the case of a student who omitted the declension of $\pi\alpha\lambda\iota\varsigma$, $\epsilon\upsilon\phi\omega\nu$ and $\epsilon\upsilon\gamma\epsilon\eta\varsigma$. He answered the rest of the grammar perfectly, and got 490 out of 600 marks on the entire paper. To the same undue diffusion of energy must be ascribed a form of answer to which I drew attention four years ago. For the English expressions "messenger," "immediately," "nobody," "this town," the following were given as the Greek equivalents: $\nu\upsilon\tau\iota\omicron\varsigma$, $\pi\rho\omicron\tau\iota\upsilon\varsigma$, $\nu\epsilon\mu\omicron$ (corrected from $\nu\epsilon\mu\upsilon$) $\tau\alpha\upsilon\tau\alpha$ $\delta\omicron\iota\delta\alpha$. I met no French words in Greek attire this year.

In conclusion, it is however right to say that the average of the Preparatory Greek students is better than it was in 1896, and they deserve congratulation on the comparison between them and the Junior Grade Latin boys of the present year whom I examined.

PREPARATORY GRADE.—SECOND PAPER.—BOYS AND GIRLS.

Report of GERARD EXHAM, M.A.

The answering to me in the Preparatory Grade Second Paper was far the best of all the papers (Greek and Latin) which I examined. The marks assigned by me were so high on the average that the only inference I should draw is that the amount of work prescribed was below the ability of the majority of the candidates.

In making this remark I refer rather to the translation than to the history.

LATIN.

SENIOR GRADE.—FIRST PAPER.—BOYS.

Report of CHARLES F. DOYLE, M.A.

This paper comprised questions in Latin Grammar, Composition (Prose and Verse), and an examination on the prescribed prose author—Livy, Book XXI.

The answering in Grammar was on the whole satisfactory, and showed, I think, a considerable improvement from the last occasion on which I had this Grade under examination, now some three or four years ago; the improvement, however, was less marked in Syntax than in the other branches of Grammar, and many of the candidates made very inadequate attempts to explain the use of the subjunctive mood in conditional sentences.

The Prose Compositions were, as might be expected, of various degrees of merit. There were very few utterly bad attempts, and most of the candidates showed (even when their compositions contained many faults) an intelligent appreciation of the construction of Latin sentences. There were some excellent compositions. Very few attempts were made at Verse Composition; of the whole Grade not more than three candidates showed any degree of proficiency in this regard.

The prescribed book of Livy was carefully prepared: the longer passages set for translations were well done, and the manner of rendering them did not suggest the use of translations. In dealing with the shorter passages set many candidates seemed to confine their attention to hitting off what they regarded as the point of the sentence, and gave but a slovenly rendering of the sentence as a whole.

SENIOR GRADE.—SECOND PAPER.—BOYS.

Report of WILLIAM KENNEDY, M.A.

The general impression made by the answering was very good. After such a preface it may be ungracious to mention faults. This, however, may be more profitable than vague panegyric. There is the desire also to avoid the reiteration of wise counsels, which, to the teacher who knows his business, are quite superfluous.

Perhaps the question to which the answers were least satisfactory was the one dealing with metre. *Ossibus et capiti inhumato* was given by many as the fourth line of an Alcaic stanza: the letter *h* seemed to impose on the eye, leading the student to regard as long by position the first vowel in the word *inhumato*.

But even much more elementary knowledge was, in not a few cases, lacking. Thus in the separate words ignorance of quantity was shown as follows:—*Vidēs, ossibus, cāpiti, perrūpit, pūlcinar*. The marking of the first syllable in *pūlcinar* as short may have been due to the presence of the *i*, and a half knowledge about the power of mutes and liquids. A popular English pronunciation was doubtless the cause why so very many marked the penult of *arbutus* as long. More than once a candidate talked of the "Archaic metre," which probably was the result of oral teaching without written tests. The correct form of nominative for Latin proper names was frequently missed, and thus *Iccus* and *Panætus* made their appearance. This ought to be precluded by distinct pronunciation in class when the pupil is translating orally.

In the translation into English some candidates frantically offered alternative renderings for the same Latin word or clause. It may sound minute philosophy, but one is inclined to think that here there is room for a lesson in decision of character. This vacillation may come from nervousness or from a pathological state akin to stammering. In any case a skilful teacher ought to be a potent doctor. Akin to this, but perhaps not altogether the same, is the rapid change from "thou" to "you" in the same passage referring to the same person.

A frequent criticism has been that the prescribed courses in Latin and Greek are too limited, and some would do away with courses altogether. It seems not quite obvious how this would be much improvement for those candidates who in the end do not succeed in making up the limited course well. But for the abler candidates the proportion in which the marks are allotted seems to hold out great encouragement to wide reading. Doubtless many teachers fully appreciate this. For example, no less than 250 marks are given for translation at sight, and here a person examining Intermediate work for the first time is impressed by the ease with which the bad lose, and the good gain, many marks.

The answers to the questions in History were on the whole good, and in many cases extremely good. But if geography and chronology are the two eyes of History, a considerable number of the candidates are one-eyed historians.

SENIOR GRADE.—FIRST PAPER.—GIRLS.

Report of CHARLES F. DOYLE, M.A.

The observations made with regard to the boys' answering apply also to the girls', with but few modifications. The chief of these is that the Prose Composition was much weaker in the case of the girls, many of whom introduced French words, and some few of whom showed a complete ignorance of the most prominent Latin constructions. On the other hand there was a very fair number of really good compositions.

The prescribed book of Livy was on the whole very well known.

SENIOR GRADE.—SECOND PAPER.—GIRLS.

Report of WILLIAM KENNEDY, M.A.

The reflections offered on the Second Paper, Senior Grade, boys, apply in the main to the girls also. Probably the results will show that a greater percentage of boys scored high marks; but where girls did well they did very well. Speaking generally, they seemed to excel the boys in handwriting and neatness. Students even more advanced than Intermediate candidates require to be reminded that their translation into English, when read by itself, ought to contain some sense, else it can hardly be what the ancient author meant to convey. These classical authors who have been held in respect by mankind for thousands of years were presumably sane.

MIDDLE GRADE.—FIRST PAPER.—BOYS.

Report of WILLIAM KENNEDY, M.A.

The general impression made by the answering was exceedingly good. There were very few blank or sparsely filled answer-books. The last question on the paper—dealing with the matter of the *De Senectute*—was particularly well answered. Thus, the "four reasons why old age is thought to be unhappy," and the defence to each of these accusations received, in most cases, a very intelligent treatment. The knowledge of metre was better than in the Senior Grade. Writing down the quantity of penultimate syllables in a few words of a passage taken from the *De Senectute* was fairly well done. And yet *cogimur* occurred too frequently. A little time devoted in class to reading out the Latin ought to preclude such mistakes in quantity. The meaning of the word *penultimate* was plainly unknown to some candidates. Also in the Grammar answers many did not know the meanings of the terms *absolute* and *deponent*. Teachers may quarrel with the old grammarians' nomenclature; but that is not the point. Pupils continually use these terms, and they should not be allowed to form the habit of using any words without attaching some ideas to them. Advantage might be taken of natural curiosity in order to develop the habit of finding out the history of a word. Here is another instance of this abuse of language. One of the detached sentences from the *De Senectute* was translated thus: "Already, farmers themselves call their garden a second fitch." From the translation and explanation, or absence of explanation, it was safe to conclude, in far too many cases, that the candidate attached a wrong, a vague, or no meaning to "a second fitch." In this connection another remark may be made about the meanings to be attached to words. The ideas ought to be ancient, and not modern. One might mention the man in the Senior Grade who translated *caecumen*, in a military passage from Livy, by *konje*. But from the Middle Grade take the following sentence:—"Ego vero propter sermonis delectationem tempestivis quoque conviviis delector." Here are two translations with a decidedly modern colouring: (1) "I, indeed, on account of my delight in the sermon, am delighted with the annual meetings also"; (2) "But I also take delight in occasional 'At Homes,' on account of the pleasure I feel at the conversation." Another candidate made Solon and Cato not only moderns, but fellow-countrymen of ours, thus: "Solon wished his wake to be attended with mourning and weeping (which Cato said was wrong)." Sound, without sense, was probably the reason why a large number gave "*flendus, obliviscendus, moribundus*," all

three as gerundives. Having reverted to the Grammar questions, it may now be mentioned that some, after giving a rule for the partitive genitive straightway broke it when translating into Latin "*All of us are present.*"

If the courses are found fault with as being too limited, the large number of marks allotted to translation into Latin prose ought to encourage more extended work. Wider reading of authors would probably tell favourably on the Prose Composition. In any case this is one part of the paper where the good gain and the bad lose marks heavily (see a similar reflection offered on the translation at sight in the Report on the second Senior Grade paper). The most frequent mistake was, perhaps, in the use of the future infinitive passive. Pupils might be taught that *captum* in *captum iri* is like a piece of machinery permanently adjusted. They might be prevented from inflecting it if they received fully the old explanation. Perversely enough, the rule of concord put in practice here, where it does not apply, in other cases where it did apply, was neglected. Thus, even good candidates had *animal quod mortuus est*.

It is surprising what a multitude attempt the translation into Latin verse without turning out anything even faintly resembling a verse. The very candidates who obtain few or no marks out of 200 for Latin prose, will try to drop into poetry. Self-knowledge is, perhaps, to some degree teachable. If so, there is here evidence of defective training. If candidates cannot make a verse they ought to learn to know they cannot. There were a few good attempts. One candidate, out of the maximum of fifty, obtained forty-six marks.

The handwriting left the impression of being much better in the Middle than in the Senior Grade.

MIDDLE GRADE.—SECOND PAPER.—BOYS.

Report of CHARLES F. DOYLE, M.A.

This paper comprised an examination on the prescribed verse author (Ovid: *Metamorphoses*, XIV.), passages of Latin prose and verse for translation at sight, and questions in Roman History.

Here, as in the Senior Grade, the longer passages were very well translated, and the rendering gave the impression of *bona fide* work, not of a mere effort of memory. The rendering of the shorter passages was not so satisfactory, the candidates, apparently, thinking that the extracts were set for the purpose of testing their knowledge on some one point in each, and not taking the trouble to put the rest of the sentence correctly into English.

The translation at sight was, on the whole, distinctly good, the translation of the unprescribed verse passage being, as a rule, better than that of the prose passage.

Of the History questions those which were connected with the great events of the prescribed period were thoroughly known and fully answered; but the candidates did not seem to have charged their memory with the lesser (though by no means unimportant) details to which some of the questions were directed.

I would suggest that candidates should be taught to answer the questions, as far as possible, in the order in which they are set. Many of them split up the answer to a question (and, even in some cases the answer to a sub-division of a question) in a most embarrassing way, allowing pages of answers to other questions to intervene. Even if the order of the questions set is not followed, each question should be dealt with once for all, and not treated piecemeal.

MIDDLE GRADE.—FIRST PAPER.—GIRLS.

Report of Rev. INNOCENT RYAN.

The girls did well this year in the First Paper; in nine cases out of ten the Grammar questions were substantially answered; the translation from English into Latin was, generally speaking, creditably done; Question 7 (that is, the translation into Latin verse) found very few devotees, and none that secured high marks. The passages from the prescribed author (Cicero: *De Senectute*) were very accurately translated; but the portion of the paper that was brilliantly answered was that which dealt with the subject matter of the author—the students thereby exhibiting culture and careful training.

MIDDLE GRADE.—SECOND PAPER.—GIRLS.

Report of Rev. J. B. ARMOUR, M.A.

The girls seem to have made up their work very conscientiously, and there was a considerable percentage of the papers excellent. The translation of the *Metamorphoses* was good, and as a whole accurate and readable. The scansion of the lines selected for that purpose was very good. About one-tenth of the students gave a very fair rendering of the unseen passages. All who made any serious attempt at the paper, with one exception, tried the unseen passages. In the second passage the words which troubled them were "certantes" and "mussant." The marks for Roman History were not so high as for the other parts of the paper. Question 8—"What were the provisions of the *Lex Villia Annalis*"—was attempted by very few. The Roman History had not been made up with the same care as the other parts of the course. However, speaking generally, the pupils did well, as the decidedly good papers were numerous and the decidedly bad were few.

JUNIOR GRADE.—FIRST PAPER.—BOYS.

Report of GERARD EXHAM, M.A., R. C. B. KERIN, B.A., and
JAMES McCULLA, M.A.

The paper contained questions in Latin Grammar, sentences for translation into Latin, and passages from the First Book of Caesar's Gallic War.

The answering in Latin Grammar was, on the whole, very satisfactory, especially where the memory only was appealed to. As was to be expected, these questions were worst answered which demanded the exercise of the judgment, e.g., 5 (a) ("Illustrate by sentences the construction of *paenitet*, *obliviscor*, and *consulo*"). Except where bare formulæ for the construction of these words had been committed to memory, the illustrative sentences were often ludicrous in matter and ungrammatical in form. The sentences for translation into Latin were, in some cases, exceedingly well done; but there were many instances of good Grammar papers followed by poor Compositions. There was one strange mistake found, even in many papers that were otherwise excellent. In the sentence, "The city was fortified by walls twenty feet high," the Latin version ran as if "mice with their feet twenty high" were used for fortification purposes.

The translation from the prescribed author was, in some respects, less satisfactory than could be wished. In many cases where the general sense of the passages was correctly given the suspicion was aroused that the work was superficial, and the construction not fully

understood; a suspicion often confirmed by the word-for-word test, which we consider a most valuable method for ascertaining whether the candidate has committed the translation to memory, or genuinely understands his Cæsar. In some cases the candidates apparently took down a translation in class, and paid more attention to the sound than to the sense. For example, in passage 1D, "*Vadis Rhodani*," was translated by "by the shallows of their own," which is practically the same in sound as the correct version. "Debts" also was used where "depths" should have been written. Again, a disregard for any meaning in the sentence can alone account for the frequency of the statement that "the Helvetii tried to cross the river by making rafters."

On the other hand, many of the candidates sent in excellent versions, and showed that they had mastered both the substance and the language of the book prescribed.

JUNIOR GRADE.—SECOND PAPER.—BOYS.

Report of Rev. PATRICK RIORDAN.

The translation from Virgil was, as a rule, well done; but a considerable proportion of the candidates, who had given excellent translations, were rather disappointing when it came to the parsing. The prosody was the part of the paper in which the answering was weakest. Taking into account the average proficiency of Junior Grade students, the attempts at translation at sight were creditable, and some attained a very high percentage. But here again the boys who had answered the parsing badly—and they were too numerous—failed to reach a satisfactory standard, and an examiner was forced to the conclusion that they had been taught by a very faulty method.

The answers on Roman History were very satisfactory, and on this section of the paper the highest marks were obtained.

JUNIOR GRADE.—FIRST PAPER.—GIRLS.

Report of JAMES McCULLA, M.A.

What has been said of the boys' answering on this paper is, generally speaking, true of the girls—especially with regard to the prescribed author. Smooth, but superficial versions, instead of accurate construing, were common enough; while some candidates, only recognising a word here and there, filled out the sentences from their own imagination, writing page after page of matter absolutely worthless.

The neatness of the majority of the girls' papers is worthy of mention.

PREPARATORY GRADE.—FIRST PAPER.—BOYS.

Report of Rev. INNOCENT RYAN.

All the Latin Papers of the boys of the Preparatory Grade were examined by me. On the whole the answering was eminently satisfactory. A goodly number of papers were excellent—the big majority very good, and only the few bad.

It is gratifying (for this Grade especially) to find that the *Grammar* portion of the paper elicited the best answering. The Syntax question No. 5, viz. :—to explain the cognate accusative, and the construction of "*refert*," was the one which most frequently caused some misgivings to the youthful competitors.

The sentences to be translated into Latin were so handled that two boys obtained full marks; half-a-dozen others followed immediately after, securing 98 or 97 per cent.; whilst hundreds answered in such a manner as to give guarantee of having intelligently grasped the fundamental principles and leading idioms of the Latin language.

The portion of the paper which, strange to say, was least satisfactorily answered, was Question 7—the translation from the Latin author, Caesar (*The Helvetic War*), into English. In many cases the translation was not as correct or as faithful as might have been expected; and this remark applies particularly to the "Word for word" (Section A) portion. Sometimes it happened in this Section A that, whilst the *sense* of the passages was brought out, the correspondence of Latin and English words was quite inaccurate—a fact which tells a not too flattering tale. Some pupils seemed to confound "word for word" translation with "section by section" translation; whilst many acted as if in blissful ignorance of the meaning of translating in "parallel columns."

There were some glaring mistakes in spelling, which written exercises should have made impossible. Such were, for example, *javulina*, *masculine*, *hostiges*, *partacible*. But let us remember we are dealing with mere boys, and, instead of being surprised at some mistakes occurring, we must express admiration for the system, and gratitude to the industry that have so conspicuously developed the talent and stored the minds of the young lads of the country.

PREPARATORY GRADE.—SECOND PAPER.—BOYS.

Report of Rev. J. B. ARMOUR, M.A.

The papers as a whole showed careful preparation, sound teaching and, for youths so young, a considerable knowledge of the subject. The prescribed book—Ovid—seemed to have been very carefully prepared, as all the extracts were, as a rule, accurately translated. The parsing of the words was creditably done. As the rendering of the unseen passages is the real test of a knowledge of Latin, the pupils stood the test well. Almost all attempted with some measure of success some parts of the selections; a very fair proportion rendered both passages in a way which proved a real grasp of Latin idioms. The Roman History was the weakest part of the examination, though there was a fair percentage of good answering. The question "What were the *Spolia Opima*?", &c., was answered with very fair accuracy by almost every pupil who attempted the Roman History. A little more attention to Roman History on the part of teachers is very desirable. The spelling in not a few cases was very defective.

PREPARATORY GRADE.—FIRST PAPER.—GIRLS.

Report of Rev. INNOCENT RYAN.

Such of us as expected great things from the young girls of the Intermediate Schools will not be disappointed by the answering of the Second Latin Papers in the Preparatory Grade. There is evidenced a steady and marked advance in the knowledge and method necessary for successful competition. Though this report is not a comparative one between boys and girls, yet I may be permitted to say that in form and system, in neatness and (English) spelling, the girls certainly do not hold *second* place. The matter of the papers was also, on the

whole, of good quality. The weak point of the girls' answering was the translation of English into Latin; the number that scored "excellent" or "very good" in this department was comparatively small; the majority are on the other side of the record sheet.

The intimate acquaintance with the accidence of Grammar, and with the prescribed author (Cæsar: "Helvetian War"), displayed in the papers generally, was manifest proof of the close and accurate teaching given to our girls in the Intermediate Schools. The result, on the whole, I consider eminently satisfactory and creditable.

PREPARATORY GRADE.—SECOND PAPER.—GIRLS.

Report of REV. J. B. ARNOUR.

What I have said about the boys' papers applies generally to the girls'. The translation of the extracts from the prescribed book was very good, the parsing of the words fair. The unseen passages were, in a few cases, rendered with accuracy. The poetic passage was translated on the whole better than the passage from Cæsar. The answering in Roman History was decidedly weak. The style of answering the History questions was in many cases rather roundabout. Pupils should remember to answer what is asked; information about what is not asked, though it may show a knowledge of part of the course prescribed, can scarcely claim marks. The papers were creditable.

ENGLISH.

SENIOR GRADE.—FIRST PAPER.—BOYS.

Report of PATRICK J. HOGAN, M.A.

The answering of the candidates was, on the whole, highly satisfactory.

The essays in this Grade may be regarded as a test of the influence of the Intermediate system on the mental development of the students who have passed through all the grades. Many of the essays, especially those recommended for Composition prizes, bore evidence of great culture and wide reading on the part of the writers, and, considering the limited time in which they were written, showed a more finished style than might be anticipated. This applies more particularly to the essays written on "The Use and Abuse of Prose Fiction," several of which exhibited an extensive acquaintance with modern literature. The essays on "Patriotism" displayed a keen interest in the Boer War, and a healthy impartiality as to the patriotic virtues of both belligerents. The candidates who selected the quotation,

"We are such stuff
As dreams are made on, and our little life
Is rounded with a sleep."

as the subject of their essay, dealt with it in a rather prosaic and practical manner.

The Grammar questions were well answered, and the analysis was correctly given in nearly all instances. The candidates seemed to have devoted most attention to historical grammar, and to have relied upon their memory for the ordinary grammar. Many who knew all the effects of the Norman Conquest on the language gave imperfect definitions and examples of "participle," "gerund," &c. Some

seemed to have learned the chapters in Morris' "Grammar" by rote for, in accounting for the presence of Spanish words in English, they referred to the "Spanish Match," without apparently comprehending the reference. Though merely asked to explain the "Spenserian Stanza" and "Sonnet," several candidates gave well-chosen examples of each form of verse—an unnecessary addition which did not gain them additional marks. Moreover, a large number of candidates adopted a clumsy and prolix form in analysing the passage set for analysis. Much time and space would be saved by the universal adoption of the tabular method of exhibiting the analysis, instead of repeating the terms "subject," "predicate," "enlargement of subject," &c., for every subordinate sentence analysed.

The answering of the questions on the "Tempest," in most cases, showed intelligent study of the work. A wide divergence of opinion prevailed as to the time occupied by the play, the knowledge of the text exhibited in references to support each different estimate of the period occupied by the action being very striking. The answering of a number of candidates showed that they had not used the edition of the "Tempest" prescribed in the programme.

SENIOR GRADE.—SECOND PAPER.—BOYS.

Report of REV. R. J. SEMPLE, M.A.

The answering on the prescribed text-book (Dryden's "Selected Essays") was satisfactory, and showed real and careful study. Frequently the candidates entered into the spirit of the author, and on the whole showed a more intelligent grasp of the subject than the candidates in the corresponding grade of last year.

The History and Geography questions were not so well done, and the answers frequently exhibited careless and inaccurate scholarship. The text-books studied by some candidates were too elementary, and in many cases nothing was known of Admiral Rodney or of the circumstances which led to the abolition of the slave trade and slavery. Irish History was apparently studied with great carelessness, and often the point of the question was entirely misunderstood. Geography seems to be still comparatively neglected in this Grade, and in the physical section many of the answers were of the wildest guess-work. I would again repeat the recommendation of past years—that teachers should insist on this portion of the subject being taught from atlas or chart, and not confine themselves exclusively to a text-book.

The questions on English Literature were, in most cases, answered with fullness and accuracy, and the text-book was apparently studied with interest and attention.

The answering of the candidates, however, over the whole course, shows a decided improvement upon last year's work. There was not so much irrelevant matter brought to the notice of the examiner, and brevity and accuracy of expression seem to have been cultivated with the happiest result.

SENIOR GRADE.—FIRST PAPER.—GIRLS.

Report of PATRICK J. HOGAN, M.A.

The remarks in connection with the Senior Grade (Boys) Examination apply also in great part to the answering of the girls. The Compositions reached a good standard of average merit, and were, in

many cases, excellent in style and treatment of the subject. In fact it was difficult to make a selection for Composition prizes, as the superior merit of more than a dozen essays deserved recognition.

On the other hand a number of candidates who wrote essays on—

“We are such stuff
As dreams are made on, and our little life
Is rounded with a dream,”

quite misunderstood the meaning of the quotation and laboured under the impression that any reflections on life and eternity were relevant to the subject of their essay. Current events in South Africa prevented the compositions on “Patriotism” from exhibiting a comprehensive view of the subject.

The Grammar and Analysis were well answered, with the exception stated in the report on the Boys (First Paper).

The answering on the “*Tempest*” was the result of careful study of the prescribed edition of the play. Most candidates, however, failed to distinguish the services upon which Ariel was employed in Act IV. from his other services in the course of the play.

SENIOR GRADE.—SECOND PAPER.—GIRLS.

Report of REV. R. J. SEMPLE, M.A.

The answering of the girls in this grade was marked by the same defects which I have pointed out in the case of the boys. There were perhaps fewer absolute failures amongst the girls; but, on the other hand, high marks were seldom obtained. I have noticed, however, a decided improvement this year in the direction of conciseness and accuracy, but there is still room for considerable improvement in this direction.

MIDDLE GRADE.—FIRST PAPER.—BOYS.

Report of JOHN F. TAYLOR, B.A.

My experience this year has been most satisfactory. I have examined the papers of the Middle Grade English (1st), and I am glad to be able to say that there has been much more intelligence shown in the answering than there had been in previous years. I think the class of questions put gave a fair chance to test the memory, the understanding, and the taste of the candidates, and what is especially gratifying to observe is the union, as a rule, of all these quantities (of course in varying degrees) in the papers submitted.

There was no case, I think, of downright stupidity, for wherever there was want of knowledge shown it was not accompanied by crass guessings or pretended misunderstandings of the questions.

In many cases, although the answers given were not exactly those that I should have myself looked for as the right ones, still there was so much good sense and knowledge shown that I felt myself at liberty to award some marks for the answers given. This remark applies to questions 4 and 5 in particular (“Amend or justify the grammar in each of the following passages, &c.” and “Analyse the following sentence, &c.”) On the whole I am greatly pleased with the answering.

I am unwilling to go on repeating what I have been saying year after year; but really I do think some little attention ought to be given to the manner and method in which answers are given

In most cases they are as nearly perfect as one could ask for. Why, then, should there be 15 or 20 per cent. so slovenly, so irregular, and so confused as to be a worry to all who have to do with them. In some cases it is a kind of mosaic; here a fractional answer to one number followed by a fractional answer to another; numbers jumbled, answers divided, and the whole a chaos. This should not be.

I did not feel myself at liberty to subtract any marks on account of these faults; but if I were in practical life choosing a secretary or an editor I should not hesitate for a moment in preferring the neat, coherent, consecutive answering to the slipshod, even though in pure intellectual power they might be equal.

MIDDLE GRADE.—SECOND PAPER.—BOYS AND GIRLS.

Report of FREDERICK REDMOND, B.A.

I examined the candidates in Middle Grade English (second paper), comprising the following subjects:—Scott: *Ivanhoe*; History of England and Ireland, A.D. 1603 to A.D. 1714; Geography, General and Physical; and English Literature. The answering of the candidates in general was very satisfactory, and showed a marked improvement on that displayed on the corresponding Junior Grade paper of last year—a result due, no doubt, in part to the ordinary law of “the survival of the fittest,” and in part to the natural growth of the intellectual faculties of the students. In answering the questions on the prescribed author I observed, with pleasure, that the candidates displayed greatly increased ability to grasp the sense and meaning of the author, and to bring together the knowledge derived from studying the work as a whole; there was also, in general, not nearly so pronounced a tendency to adhere slavishly to the exact words of the book.

The answering in English History and Literature was also, generally speaking, good; but I regret to say that in Physical Geography and Irish History it was not at all so satisfactory. In the former subject particularly many of the candidates displayed the most astonishing ignorance of elementary facts. For example I mention the following answers which occurred in many papers:—

1. The earth turns on its axis *from east to west*.
2. A wind *from* the north-east is a south-west wind.
3. The moon goes round the earth in 24 *hours* 54 *minutes*.
4. The earth goes round the moon in the same time.
5. Tides are caused by the water becoming heated, ascending and cold water flowing in to supply its place.

The prescribed course in Physical Geography is so limited that one finds it difficult to understand why the study of it is so much neglected.

There was, as usual, a great deal of very bad spelling; but the following mistakes were so general that, for the information of teachers, I think they are worth mentioning:—*Loae* (loan), *payled* (paid), *tryed* (tried), *abrest* (abreast), *pavillon* and *pavilion* (pavilion), *glutinous* (glutinous).

MIDDLE GRADE.—FIRST PAPER.—GIRLS.

Report of JOHN F. TAYLOR, B.A.

I have to repeat all that I have said about the need of neatness which I have observed with regard to the boys; but in general the girls come well out of the ordeal of the examination. I am delighted with

their compositions. Boys think they must write like books; but girls write very much as cultivated people talk or ought to talk. The result is that there is a nervousness, a force, and a directness about what they say that is very refreshing, while in some instances there is a very delicate irony, very delightful and very pointed, too.

The girls seem to me to be far more industrious than the boys. Their answering is terribly earnest, while the boys now and then think it the right thing to be smart and flippant. What I am really afraid of is to say all that I feel; because unless I grossly deceive myself there is an amount of intelligence shown by boys and girls alike in this examination quite out of all range beyond what they showed in other years.

The questions may have suited them better—I cannot say. But it admits of no doubt at all that the average intelligence shown is of a high order, and full of promise for the future.

JUNIOR GRADE.—FIRST PAPER.—BOYS.

Report of REV. L. A. BARRY, LL.D.; PATRICK J. HOGAN, M.A.;
REV. CORNELIUS MULCAHY; JOHN PARK, M.A., D.LIT.

The general character of the papers examined by us was highly satisfactory. Very many Compositions reached a higher standard of literary excellence than might reasonably be expected from boys of the prescribed age; very few, comparatively, failed to express themselves in clear, idiomatic English.

As a subject for Composition the majority selected—"The relative advantages of the horse and bicycle"; a large number took up "Photography," and only a few wrote on the adage, "A bird in the hand is worth two in the bush."

In the treatment of the first subject there was a great sameness; the students confined themselves to a few obvious considerations. A better class of essays treated of "Photography," and here the scientific and technical information displayed by many students was amazing in its extent and accuracy.

On the whole the essays appeared to us to give evidence of a distinct improvement in power of expression, purity of style, and general literary taste on the essays which it fell to our lot to examine in former years. On the last occasion on which we examined we found it necessary to reprehend the use of slang expressions that pervaded the boys' papers. A marked change for the better was perceptible in this respect. Yet solecisms of the character of the following still abound:—

"Woodkerrick gave him a lend of his horse"; "bicycles are slow towards trains"; "he came for to get a present from his vassals"; "one focuses their camera"; "the young ladies can ride bicycles nearly as good as the men"; "again they would get to the road"; "none could strike the harp as well as him"; "the page rose a quarrel."

Ungrammatical sentences almost invariably occurred in the inversion of the verb and its nominative. When the verb preceded a plural nominative the prevailing tendency was to write the verb in the singular number. We may quote two examples of this that very frequently presented themselves—"Where there is no railways"; Wat Tinninn led a horse on which was seated his wife and two children."

In Grammar analysis was most satisfactory. Parsing was not so good. Want of thought on the students' part, or want of practice in the schools of parsing as a written exercise, was most visible in this section. For instance, very many students missed the construction of the principal verb, and drifted still further in construing the qualifying

words. This was the more reprehensible, as the passage from which the words were selected is probably the most famous in their text—"The Lay of the Last Minstrel"—"Lives there a man with soul so dead," &c.

Want of the habit of thought was again in evidence in stating the reasons for correction made of faulty sentences. Thus, "She writes better than me" was corrected "than I," but not a few assigned as reason for the change, "because me is the third person, I is the first." From the general character of the papers written by many of those it is impossible to believe that such an answer arose from ignorance. A similar thoughtlessness would account for the one error that prevailed to any extent in analysis. Here some students would insist on analysing as if it were a complex sentence, although their programme expressly provided for the analysis only of simple sentences.

The answering on the text of "The Lay of the Last Minstrel" was the most satisfactory portion of the papers generally. The students showed themselves to be thoroughly conversant with the text in all its details. The story of "Rosabelle" was treated by many with much art and literary skill; yet the greater number confined themselves to a dry and prosaic relation of the facts. Descriptions of personages and historical allusions and references were very fully and accurately given and explained; a tendency to quote the words of the poet and a slowness to employ their own words in description, when required to do so, might be attributed to the thoroughness of their acquaintance with the text. This quoting of the text was abused, however, to a far less extent than in the previous years with which we are acquainted. On one question thoughtless quotation led to unfortunate results—"Why is the silver tide of Teviot unlike the tide of human time?" It is noteworthy that this was a question which called for a little reflection on the part of the candidates.

In the matter of spelling much has yet to be achieved. To secure accuracy in this respect is, doubtless, very difficult; but if boys' attention was called in the reading of their text to the spelling of words on which they are obviously liable to go astray, a great deal might be done. Thus many students misspelt bicycle—although the word was printed on their examination paper—*bycicle*, *bycycle*, and *bycle*, were the variants; the game of *bowls* was frequently mentioned; Wat Tinninn was described as a hardy *goeman*, who *lead* a nag, on which sat his wife, who wore a silver *broach*; miniver was the *fir* of a squirrel; bicycles were *punchered* in a *quite* part of the country; Conrad was often spelt *Conard*; duel was spelt *jewel*, and roads *rodes*; lose was spelt *looss*; *business*, *baconfire*, *lightening*, *bretheren*, *brethern*, *seperate*, were very common. Yet worse than these were the too frequent errors that manifested habitual vulgarity of pronunciation, thus, "the" for "they," "nomative case," "to" for "too," "helmit," and "juel" for "duel," are a few examples promiscuously selected.

We would call attention, also, to the omission of the apostrophe as a sign of the possessive case, and to the absence of capital letters at the beginning of proper names, such as Beatisson.

In quoting the stanza beginning—

"O Caledonia, stern and wild,"

many showed that they failed to understand a passage committed to memory, by writing—

"Can ne'er untie the filial band";
or "Can ere untie the filial band" (or "brand");
for "Cau e'er untie the filial band."

JUNIOR GRADE.—SECOND PAPER.—BOYS.

Report of JOHN COOKE, M.A.; WILLIAM P. COYNE, M.A.; REV. R. J. SEMPLE, and REV. J. PATERSON SMYTH, LL.D.

The subjects for the Second English Paper, Junior Grade, were:—Irving; Life and Voyages of Columbus; Geography; and History. The answering on the first portion of the course reached a fair average of excellence. Frequently, however, entire questions were neglected, and in some cases this whole section was passed over without any attempt to deal with the questions. The first part of the third question ("Wherein consists 'the hardihood of the first attempt' to circumnavigate the globe?") was but rarely attempted and less frequently answered satisfactorily. The answers to Question 4 ("Give concisely three of the considerations urged by Luis St. Angel on Queen Isabella to persuade her to patronise the enterprise of Columbus"), were as a rule the merest guesswork, and only a small percentage of candidates scored anything like full marks.

It would seem as if a considerable number of the candidates had read some ill-constructed epitome of the prescribed portion of the Columbus, and not the original work of Irving. The least satisfactory portion of the answering was that given to the Geography questions. The facts, it is true, were generally known, but on Question 6 (b) ("Explain why the water of some lakes is salt, and the water of other lakes fresh"); and Question 8 (a) ("In what three ways is the rain that falls on the earth disposed of?"); (b) "Why does a river increase, from its source to the sea, in size and in the volume of water it carries?"), especially the former [Question 6 (b)] the answering showed an entire ignorance of the simple elements of earth knowledge. When observation and reflection were required the answering was markedly poor. This is, in great part, due to the mistaken view that Geography is solely a matter of memory. Above all elementary school subjects, it is the one in which the best educational results can be obtained by an appeal to the eye and the reflective faculties. We cannot too strongly impress upon teachers that the neglect of this educational principle, and an adherence to the old and now condemned method of loading the pupils' memory with geographical names, is detrimental to the higher interests of education. As an instance of the absurdity to which the present general system of teaching the subject is carried, it may be cited that many children gave Lough Neagh as the largest fresh water lake in the world, thus showing that the simple matter of *the meaning and use of maps* (see Programme, p. 39, Preparatory Grade) was not properly taught, and therefore to the children's eye one map was the same as another as far as scale was considered. The references to South Africa contained in Question 9 (a) "Among what four nations is South Africa divided? (b) Where and what are Drakenberg, Modder, Delagoa, Agulhas?") were often the mere echo of newspapers or common conversation rather than the accurate information begotten of patient study. Many absurd answers were given to the question, "Explain why the water of some lakes is salt and the water of other lakes fresh," e.g., "there were salt mines at the bottom of some"; "the sea washed into them at high tide;" "God made them so;" "they were filled with salt water at the Flood, and remained so since." It is hardly necessary to point out that "Lakes" is one of the subordinate subjects in Geography (Programme, p. 42), and immediately rising out of it should naturally be their division into two great classes, salt and fresh. The next step should be in an intelligent teaching of the subject—Why

is this so? But this sequence seems to have been practically neglected. That some answered the questions well, indeed brilliantly, is true, but they were sufficiently few to force us to the opinion that there is a general want of scientific method in teaching Geography in our schools which should be remedied.

The History questions, however, were answered far more satisfactorily, and individually they call for no special comment. In many cases the answering was not sufficiently detailed, and possibly a primer, and not a satisfactory text-book, was used. It was pleasing to find that those dealing with Ireland were generally known. Question 14 (a) "State where the following places are:—Stoke, Glenmahare, Pinkie, Smerwick," showed that on the whole but little use was made of maps in teaching History. Few were able accurately to give the position of these places, although the historical incidents connected with them were fairly well known. As an instance of what we mean by making use of maps, we take the case of Smerwick. An intelligent teacher working on right lines should show the reasons why the great land-locked sea loughs of the south-west of Ireland have been repeatedly the scene of foreign invasion. These instances should be referred to as a corollary on the case in question, and a further point of immediate interest of Bantry Bay being the scene of the Autumn Manœuvres, and the great batteries now being constructed on the Bear peninsula, would help to fix these things in the pupils' memory, and lay some foundation for the comparative method of dealing with History, so important from an educational point of view. Geography can thus be made the handmaid of History with the best educational results.

The mistakes in spelling were not more numerous than in former years, but they were still too numerous. Speaking, generally hardly 10 per cent. of the papers were such as to give real pleasure to an examiner. There were not many very bad papers, but the great majority were of a dull mediocrity, which showed want of spirit and interest in the work. It seems to us important to note that many pupils do not obviously make the most of what they know. In a large number of cases important questions were dismissed in a line or two which omitted the vital part of the answer, and yet gave evidence that the student knew it, and could have answered it if skilfully questioned *voir dire*. This points to the conclusion that enough attention is not given to exercise in written examinations, or in training pupils to recognize the salient points of a question.

JUNIOR GRADE.—FIRST PAPER.—GIRLS.

Report of MARY STORY, M.A.

The answering on this paper was good; the very weak candidates were few, and there were many excellent papers fully and intelligently done. The spelling and writing in general were good, but the punctuation still shows want of care and of common sense; want of attention to punctuation also caused mistakes in the parsing, and when quoting the lines beginning "O Caledonia, stern and wild," many candidates seemed to think punctuation quite superfluous. Teachers might find it helpful to set passages without any punctuation or capital letters for the pupils to put in punctuation, &c.

The Compositions on the whole were good. The favourite subject was "The relative advantages of the horse and the bicycle";

the word "relative" was misunderstood by some of the weaker candidates, who also, instead of giving their own thoughts in their own words, wandered into anecdotes or remarks on cruelty to animals and recollections of former Compositions on "The Horse." The Compositions on "A bird in the hand is worth two in the bush" often showed that the writer was not thinking about the subject, but trying to remember some anecdote she had learned to illustrate it.

The Analysis was very well done; the Parsing not so well.

In the sentences for correction, the reason given for the correction was very often absurd, showing that the writer did not think before she wrote.

In answering the questions on "The Lay of the Last Minstrel" one difficulty was to avoid quotation. Question 7 (a) was: Relate briefly in your own words, how—

"The valley of Eske, from the mouth to the source,
Was lost and won for that bonny white horse."

Very few did this well, though nearly all knew the passage by heart. This shows that more attention might be directed to making students practise giving in their own words the substance of certain passages.

Question 8—"Why is the 'silver tide' of Teviot unlike the tide of human time"? could be answered in a few words, yet many who knew the text well enough never paused to think, but quoted ten or fifteen lines in such a way as not to answer the question at all. It is most desirable that students should learn "The Lay" by heart, but many still seem to think it enough to learn the words by rote without knowing the meaning. On the other hand, it would be well if teachers could prevent students from committing the *Notes* to memory.

If the candidates read over their answers after writing them they would avoid many blunders, such as: "The signal of war was a blazing deacon," or "Wat Tinninn's wife was riding on a lag."

JUNIOR GRADE.—SECOND PAPER.—GIRLS.

Report of MARY HAYDEN, M.A.

I am pleased to be able to report that the answering of the candidates in the papers examined by me this year was, on the whole, remarkably good. The replies to the questions on Irving's *Life of Columbus* were particularly creditable, and indicated that the majority of the candidates had studied the work with interest and intelligence. In answering the second question, in which a description of Columbus' reception on his return from the New World was required, several candidates showed a most creditable power of expressing their ideas and of describing events in good and fluent English. A few seemed to have prepared the matter with needless minuteness, so as to be able to state the exact day of the month on which events of minor importance took place; but, on the whole, the preparation of this part of the course appears not to be open to any serious objection.

The Geography was less satisfactory, especially in the replies to the questions which required the exercise of reasoning powers. The answers to the question "Explain why the water of some lakes is salt, and the

water of other lakes fresh," and to the question "In what three ways is the rain which falls on the earth disposed of?" were, in some cases, absolutely absurd; as when it was stated that "when there are salt fish in a lake it makes it salt," or that "a great deal of the rain that falls on the earth is used for washing clothes." Numbers answered the former of these questions by stating that "lakes which have no outlet are salt," without further explanation.

Again, in answering a question which required an explanation of the advantages derived by Great Britain from the possession of Aden, Malta, Gibraltar, and Honduras, a painful want of common sense was shown by many candidates. Many furnished a list of exports mainly drawn from their own imaginations ("maltine," and "malt" and "whiskey," were commonly declared to be exported from Malta); fully 30 per cent. of the candidates stated in some form that Gibraltar was important because monkeys were exported from it to Great Britain. The statement in their text-books that Gibraltar is the only place in Europe where monkeys are found wild had evidently struck them, and they did not use their reason to discover that monkeys as an article of commerce are of extremely small value. Some of the best candidates answered this question by excellent and intelligent remarks on the advantages to be derived from the possession of Gibraltar, Malta, and Aden in time of war.

Judging from the answers to a question on the geography of South Africa, I should conclude that few of the candidates whose papers I examined had followed with any interest the course of the present war. Numbers (misled, doubtless, by the termination "berg") declared the "Drakenberg" was in Germany, and "Delagoa" was placed by various students in almost every quarter of the globe.

On the whole, it would seem that mere rote learning of the names in the text-book is far too common, and that the intelligent study of Physical Geography receives insufficient attention. In answering the question: "Name the largest salt-water lake, and the largest fresh-water lake on the globe," several candidates declared the Caspian Sea to be the largest *fresh-water* lake, and Lake Superior the largest *salt-water* lake. Evidently they had learned the two names from the text-book, and reversed the facts connected with them. This could, it appears to me, scarcely happen if the teacher had explained to them the positions of the two lakes, and the natural conditions which determine the saltiness of the one and the freshness of the other.

In the History of England and Ireland the answering was generally good, in some cases very good. The method of committing to memory mere strings of names and dates, whilst neglecting to study the period intelligently, "providing pegs on which nothing is hung," seems, however, to prevail in several schools, if I may judge from the answering of many of the candidates, some of whom were able to give quite correctly the dates of a list of battles regarding which they knew nothing else; neither in what country they took place, between whom they were fought, nor what was their result.

Some of the answers showed a rather surprising ignorance of the meaning of common modes of expression. Thus, in reply to the question "Name six of the members of the Houses of Lancaster and York known in history that met with violent deaths," several candidates made such statements as that "Henry VIII. died of a tuber (*sic*) in his leg," "Henry IV. died of a fit," "Edward VI. died of consumption."

I noticed that where events or localities in Ireland were referred to in the questions, most of the answering was good.

As to the form of the papers, the spelling leaves much to be desired; in some cases it was extremely bad. The proper use of capital letters seems not to be understood by many of the candidates. Such errors as "cork," "henry the 8th," "arren" (for "Aron"), appeared in large numbers of the papers, giving a most illiterate look to the answers, even when correct as regards matter. Often this was due to mere carelessness, as was shown by the fact that the correct form was used in another part of the paper. One candidate actually wrote "red sea" and "Red Sea" in the same line.

The handwriting was, on the whole, most satisfactory. Many of the candidates write a hand which would be excellent for an adult, and is especially creditable for a girl under sixteen years of age. I noticed that the vertical hand was used by about (roughly speaking) 15 per cent. of the candidates.

The papers were generally, except in the case of the very worst candidates—and even by some of these—neatly worked, proper spaces being left between the answers.

PREPARATORY GRADE.—FIRST PAPER.—BOYS.

Report of Rev. DANIEL O'LOAN, D.D., and Rev. GEORGE
WOODBURN, M.A.

We examined Preparatory Grade students in English Composition, in English Grammar, and in a portion of Scott's "*Lay of the Last Minstrel*." The papers sent in were on the whole fair, and in some instances excellent; and we were glad to find that in the great majority of cases almost every question had been attempted. On the other hand, the knowledge of the candidates seemed very superficial. This was shown by the fact that questions which involved little more than the exercise of memory were freely answered, while those which required a little judgment and intelligence were comparatively neglected. It was also shown by the commonness of incorrect spelling and absurd punctuation.

The English Compositions sent in were not in general of much merit, and many were so poor that they barely obtained pass marks. The following errors were particularly common: first, the use of constructions grammatically bad; second, the employment of commas after every few words without any regard to meaning; third, making each sentence a separate paragraph. The last mistake is one which could be easily rectified. In general, the punctuation was not good, and many students lost marks on this account.

We cannot report that the parsing was at all good, though we are glad to say that some students obtained full marks. The other questions in Grammar were comparatively well answered.

The prescribed work, Scott's "*Lay of the Last Minstrel*," seems to have been carefully prepared, and, so long as the questions were direct and simple, the results were good. The answers to the more general questions, however, were not so satisfactory.

We must add that the spelling of the students was very bad, and the following mistakes occurred in hundreds of cases: gowing (going), quiet (quite), to (too), qualifys (qualifies), modifys (modifies), suddent (sudden), week (weak), dew (due), indures (endures), taught (thought), merriment (meritment), been (being).

PREPARATORY GRADE.—SECOND PAPER.—BOYS.

Report of ARCHIBALD J. NICOLLS, LL.B., and Rev. M. O'RIORDAN, D.D.

The marks awarded by us show that, as regards several of the questions, the average answering was satisfactory. In too many cases the writing was far below a fair standard, and the answers contained grave mistakes in the spelling of ordinary words. We append a schedule* of some of the errors of spelling found in seventy-five consecutive answer-books. It was not unusual to find that boys who had been neglected in this manner had been taught the date of Poyning's Act, and the position of Aden.

The incorrect use of negatives was remarkably frequent, e.g., "Columbus forbade his crews not to deal with the natives for gold or cotton."

The questions upon the History of England and Ireland were well answered, and the same may be said of some of the questions concerning the Life and Voyages of Christopher Columbus. A very large number of pupils failed to answer Question 4 (as to the record in the Journal of Columbus concerning the inhabitants of *Hayti*), giving, instead, references to the natives of San Salvador.

Insufficient attention to the text left most of the pupils unable to answer Question 5 (b), which asked them to state how the Treaty of June, 1494, regulated the claims of Portugal and Spain to lands which might be discovered afterwards.

We were disappointed by the answering in the geography of Ireland. It was startling to be told frequently that Coleraine is the most important city or town in County Londonderry, that the Balkan Mountains and Cheriot Hills are in Ireland, that Munster counties are in Ulster, and Leinster counties in Connaught.

Much ignorance was shown in trying to answer simple questions in Physical Geography. The following are fair specimens of this ignorance—"The equatorial diameter of the earth exceeds the polar by 27 degrees," "the equatorial diameter is the greater by 26½ square miles," "the equatorial diameter is the longer by 4,000 miles," "an isthmus is a narrow neck of land stretching into the sea," "the snow-line is the part of a mountain that is never free from snow."

* Schedule referred to in our report.—Yonst (used), dought, sware, councele (council), trow and through (throw), governer, sours and soure (sour), ware-like, ceneent, comming, gentel, jelouse, heastened, Spans, shorts, coanlists (colonists), trafick, inhabitis, occupided, vegalited (vegetated), unfritimate, barrull, barl and barle (barrel), wrighting, hight, naked (naked), apperance, sanchionned, patting, stoped, haulk (hawk), becaus, quite and honest (quiet and honest) mistivrous, Portacal, Portneal, parliment, parlement, cratre and creater and grater (crater), brakes (breaks), unopened, terrifick, militry, partchment, wexed cloth, cake of wax, settelers, retourn, throughes, trows, throughs (throws), marige, treson, shorlf, recipt, immaginary, collonyas, conect, belved, with they natives, separte, deputy, succeded, there (their), th. legues, ceneent, casted (cast), selphewte, whole (hole), ferousious, cloath, axcepted, hansomers, ment, councilers, hand.

PREPARATORY GRADE.—FIRST PAPER.—GIRLS.

Report of Rev. DANIEL O'LOAN, D.D.

The answering of the girls of the Preparatory Grade in the First Paper was, speaking generally, fairly satisfactory. I am not in a position to compare the answering of these girls with that of girls of the same grade in previous years, as I have not hitherto examined the answers of girls of this grade. But I am able to compare their answering with that of the boys of the Preparatory Grade as well of this year as of past years, and I have no hesitation in saying that while it compares favourably with that of the boys of this year, it is better and more intelligent than that of the boys in some past years. Many—I might say, very many—of the girls not only display a fairly accurate knowledge of the elementary rules of grammar, and an intelligent understanding of the meaning of the poem, but they also afford proof, by the manner in which they answer the questions, that they are receiving a sound mental training.

There are, however, many defects still to be remedied—defects, too which I think may be remedied. Among these I will mention three—spelling, punctuation, and parsing. It would, of course, be unreasonable to expect anything like perfection in these matters from mere children; but they surely could be taught to spell the ordinary words which they are in the habit of using every day, to know when a sentence ends, and to begin the next with a capital letter, and finally, to, at least, distinguish the various parts of speech. The vocabulary of a child of thirteen or fourteen years is not large, and consists for the most part of the words which he or she meets in class-books; for the purpose of answering questions in grammar, &c., it consists entirely of the words found in their texts and notes. Now a little care and perseverance—perseverance especially—on the part of the teacher would prevent the perpetration of such barbarisms in spelling as “agitive” for “adjective,” “congigation” for “conjugation.” Punctuation is in some cases entirely dispensed with. I have read several essays in which there was not a sign of punctuation from beginning to end—not even a capital letter to indicate the beginning of a new sentence. And yet several of these essays were not wanting in merit, thus affording proof that the defect to which I refer was not due to any want of intelligence on the part of the children, but to carelessness or worse on the part of the teachers. In parsing, far too many of the children display entire want of knowledge of the functions of the various parts of speech, and of the particular parts of speech to which words belong. Thus an adjective will be parsed as a verb and made nominative case to a word which may be a noun, an adverb, or any other part of speech. Words that are verbs are parsed as such, and then made objective case, governed perhaps by a noun or by a preposition understood.

PREPARATORY GRADE.—SECOND PAPER.—GIRLS.

Report of Rev. M. O'RIORDAN, D.D.

The answering was, on the whole, very satisfactory, and shows efficient teaching.

J. As was to be expected from Preparatory Grade children, those questions which required memory merely were answered best, and I noticed

that those questions which called for special exactness of knowledge Ex. Gr.—Question 5 (“(b.) State in substance, the terms of the Treaty of June, 1494, regulating the claims of Portugal and Spain to lands which might be discovered afterwards”) were answered better by the girls than by the boys whose papers I examined; but very few showed precise knowledge. The same observation applies to Question 4 (“Give the substance of the record in the Journal of Columbus as to the character of the inhabitants of Hayti”). With very few exceptions the rough materials of an answer to Question 2 (“What expedient did Columbus adopt to secure that the results of his first voyage might become known in the event of his death or if he were shipwrecked”) were given with more or less completeness; but in very few cases did the pupils intelligently use the materials. There was a want of completeness and point in all the answers, one or two, perhaps, excepted. The answers to the questions in the History and Geography of Ireland show that the special care which might be expected was not given to those subjects. Yet, the answering was very good.

II. The neatness of the work and the methodical way of answering in many cases show great care on the part of the teachers and aptitude on the part of the pupils. But in a greater number of cases the slovenliness of the work and the irregular way of answering show that the pupils were not trained to work on paper. In some cases the answering to Question 6 was done in such disorder that I am inclined to think the knowledge hidden behind would merit many more marks than I could give. I noticed that certain terms and names of places were spelled phonetically by several pupils. It looked as if the information had been crammed into their memory orally.

COMMERCIAL ENGLISH.

SENIOR GRADE.—BOYS AND GIRLS.

Report of WILLIAM P. COYNE, M.A.

In the Senior Grade the Commercial English Paper—so far as Geography and History were concerned—was very well answered by both boys and girls. The “Elements of Business” continues to be distinctly weak; in fact there seems to be no effort on the part of pupils or masters to teach or study it systematically. Senior Grade students who do not know what the terms “Cash Balance” or “Price Current” means cannot be said to know anything about the “Elements of Business,” and such students were a large percentage of the comparatively few who took up this subject. The questions on Geography, on the other hand, were excellently dealt with. The paper was, however, I am inclined to think, below the average in difficulty so far as the Geography was concerned. The History, too, was well known, but, on the whole, less accurately than the Geography. Question 7, “(a.) Account for the changes in the value of our silver currency in the 16th and early part of the 17th centuries; (b.) At what ends did the Bank Charter Act of 1844 aim, and how far did it attain them?”, was an exception, as it was pretty generally missed.

The Copying MS. was good, but in no single case perfect. In the case of the weak students there is here a painful lack of intelligence. The same word, for instance, is differently interpreted in each of two or more different places.

The Précis Writing was up to the average—but that is not saying much. Putting myself for a moment in the place of a busy man who had given the prescribed "correspondence" to a clerk to put the gist of it in a brief form, there was no single case in which I would consider the result satisfactory. In the majority of cases it would have been, at least, equally easy and far safer to read the original letters than the "précis" of them presented.

MIDDLE GRADE.—BOYS AND GIRLS.

Report of JOHN PARK, M.A., D.LIT.

I examined in Commercial English, Middle Grade, 110 candidates (boys and girls).

When I turned to these from the Junior students, I seemed to have passed an interval of two or three years, and not one only. The answering was very good; more than one-third of the students obtained Honour marks, and six (of 110) got more than 450 marks, i.e., 75 per cent. The courses seemed to have caught and fairly retained their attention throughout, and the form of answering was much better than what I had in the Lower Grade.

The Geography was, I believe, much more carefully prepared than the History or the Elements of Business, where again I noticed insufficient advice and explanation. Whether from design or from mere carelessness I may not determine, but unauthorised readings of the questions were unduly frequent—even good students would substitute *ex. gr.* for "articles exported from the United Kingdom," (Question I.), articles imported into it, or for Lanarkshire (Question IV.) Lancashire, and for United States (Question IV.), United Kingdom; and too many named *silver* or *iron* as the metal of importance in which the United States are deficient (Question IV.)

The exercise in Copying Manuscript was really very good; the writing was legible, pleasing, and often elegant—sometimes marred by a lack of punctuation and of neatness, but on the whole excellent.

As regards the exercise in Précis Writing, we may not require from Middle Grade candidates an eye for essentials and a sense of balance and proportion. At all events I was here rather disappointed—instead of a clear, concise, continuous narrative (which was seldom even attempted), I had usually a loose paraphrase of the paragraphs *seriatim*, with occasional omissions of most important passages, and even misconceptions of the arrangements described.

JUNIOR GRADE.—BOYS AND GIRLS.

Report of WILLIAM P. COYNE, M.A., and JOHN PARK, M.A., D.LIT.

The Junior Grade Commercial English, both for boys and girls, was up to the not very high average of former years. This is faint praise, but it is as much as the occasion warrants. There is, we fear, evidence that this very important subject is considerably neglected. The number of students who enter for it is comparatively small and of those hardly 10 per cent. are really well prepared.

The answering in *Geography* will illustrate this. In answer to Question 1. ["State and illustrate the chief economic bearings of climate,"] a large number of students simply put down "rain, frost, and snow," whatever that means. Again, in regard to Question 2—"Name the principal 'breadstuffs' and the leading countries which supply each,"] several candidates instead of naming the principal "breadstuffs," gave the constituents of bread, *e.g.*, flour, yeast, water, salt, and a little sugar. Again, Question 4 (a question in which intelligence as opposed to mere memory was drawn on). ["Draw, in very rough outline, a map of Ireland, marking on it *three* industrial areas, and describe the industrial character of each,"] was very indifferently answered. The maps of Ireland were in nine-tenths of the cases of no recognisable contour; there were enormous divergences of view as to the position of the estuary of the Shannon, and one student located Belfast and the linen industry in Mayo. No doubt this student could have recited quite accurately the names of the chief towns of Antrim, but his *visual* memory was sadly at fault.

The *History* was much better prepared, and seemed to have given interest and information to most of the candidates. The *Elements of Business*, however, was exceedingly poor. Question 8. ["Write a brief letter to a friend explaining to him the routine of business and duties in an ordinary commercial office,"] was evidently regarded as a joke—at any rate, no serious attempt was made to answer it. There was in this branch of the subject, as in geography, a conspicuous absence of needful explanation and assistance on the part of the teacher.

As regards general neatness there were too many cases in which the answers were not numbered, or were incorrectly numbered. Many students, after covering a page or two with rather incoherent matter, apparently devote the rest of the time to caricatures or playful sallies.

We must add that about 12 per cent. of the students studied the subject with very real advantage.

FRENCH.

SENIOR GRADE.—BOYS.

Report of JAMES BOELLE, B.A.

The general results of the examination are of a very satisfactory nature.

The Grammar questions were, as a rule, very well answered, and showed a sound knowledge of the rules of syntax.

The books had been evidently well prepared, though, with, of course, some brilliant exceptions, no attempt at "style" in translation had been made.

I must, however, confess to some surprise at the comparatively low standard reached in *continuous* prose Composition. The detached sentences were, as a rule, well done, and idiomatically rendered; but the piece of prose, though an easy and straightforward one, was very poorly done by a large proportion of the candidates.

Judging from the standard reached in the other grades which, for several years have come under my notice, I expected much better things from the Seniors.

The fault, I think, lies in the lack of *viva-voce* French composition, and the training it affords in the all-important use of "equivalents."

For instance, "chief objects" was nearly always *chefs objets*, instead of *principaux*; "policy" was invariably "*policie*" (which is not French), instead of *politique*; "dominions" also was nearly always rendered by "*dominions*," instead of *états, possessions, territoire*.

I cannot too strongly recommend to teachers, especially with pupils of the Senior Grade, a vigorous course of *viva-voce* translation into French. It is the only way to acquire that facility of rendering without which all translation into a language remains laboured and strained.

Question 1 on the pronunciation was also, in a large measure, a failure, and shows that nothing can or ever will replace an "oral" examination.

SENIOR GRADE.—GIRLS.

Report of JAMES BOYLELL, B.A.

The remarks made on the examination of the Senior Grade boys apply equally to the Senior Grade girls, with this important difference, however, that the work of the girls was generally of a much higher quality than that of the boys, possibly owing to the fact that they are enabled to give more time to the subject.

MIDDLE GRADE.—BOYS.

Report of OTTO C. NÄF, M.A.

The work of looking over the papers has, on the whole, been a very pleasant one, for an unusual number of them were very good indeed, and bore eloquent witness to the fact, that French is a favourite study, pursued *con amore* throughout Irish schools. Moreover, gleams of sunshine, more especially in the translations and the historical allusions connected with the two set books, brightened the road for the examiner when at times it threatened to become a little monotonous.

The general style and the handwriting were, with very few exceptions, thoroughly satisfactory, and the spelling, though now and then somewhat erratic and often amusingly eccentric, was in the great majority of papers above reproach.

As it may be of some interest to the pupils who answered the paper, and also possibly of some advantage to next year's candidates, I purpose, even at the risk of being accused of tediousness, to go *seriatim* through the whole paper of questions, pointing out the principal mistakes perpetrated, and adding a few hints as to how to avoid some of them in future.

Question 1.—The paronyms asked for were fairly well given. I may, however, mention one mistake, which ran through almost all the papers, namely, the small initial to *un Romain*; also: *un roman* is not sufficiently rendered by a *romanes*, the word *roman* ought to be added, as a supplement at least.

Question 2, on French pronunciation, was not well done. Most of the papers here betrayed two facts; first, that the pupils had rather hazy ideas about French pronunciation; and, secondly, that they had not been well taught how, when they have fairly correct ones, to prove this to the examiner. The attempts to do so were more laborious than successful; there seemed a general absence of capacity to fix upon the essential points, and too much, often suspicious, eagerness to dilate upon out-of-the-way possibilities of mispronunciation. It ought not to be very difficult, for example, if the pupil knows it, to point out that in *longue* the *u* is mute, whilst in *aiguë* it is pronounced, or that the *t* in *nous exceptions* is sounded as *t*, whilst in *les exceptions* it is sounded as *s*, or that *enf* has the sound of *ough* in *enough*, whilst in *enf* the *fs* is not sounded. The whole question was one of the least successfully attempted in the paper throughout.

Question 3, on the irregular verbs, was excellently done; paper after paper, even though otherwise but mediocre, obtained full marks here; bull's eye after bull's eye was scored, the only mistake occurring in a few papers being *envoier* for *envoyer*, and *il envoit* for *il envoye*. Altogether, unlike Question 2, the pupils succeeded here in convincing the examiner that they both knew their verbs and also knew how to place that knowledge briefly on record.

Question 4. This was also the case, though not quite so 'unanimously,' in the matter of the use of *eux* for *ils* in translating *they*. Many pupils included the cases of *avec eux*, *chez eux*, &c.; this of course did not obtain full marks, since *eux* does not stand for *they*, but for *them* (or *their*) in these examples. Still the slip is almost excusable for once. Some candidates, however, gave rules without examples; they should remember in future that for an examination in grammar, good though short sentences in illustration of rules are absolutely indispensable.

Question 5, on Syntax, was really well done by a very great number of the boys and showed that some such question had been expected and prepared for. The answers were not only correct, but short and to the point: delightful characteristics to an examiner.

Question 6. The Composition, or rendering of idiomatic sentences, and of a short connected piece of English into French, was very promising in a good number of answer books. The two principal mistakes in the sentences were, *us sont-ils pas?* instead of *n'est-ce pas?* for, *are they not?* (after a preceding question), and *expectes-vous?* for *do you expect?* *Expecter*, is not a French verb, *s'attendre à*, *espérer*, or *aller* should have been used. The little letter of Lord Chesterfield to his son was less correctly done into French than the disconnected sentences. '*Lord*' might have been left untranslated, rather than rendered by *sa majesté*, or *le duc*, or *le Seigneur*. '*I am well pleased*' is *je suis bien content de*, and not *je suis très bien plu*, or *plait*; '*the writing*' is not *l'écrivain*, but *l'écriture*, '*the promise*' is *la promesse*, and not *le promis*; '*does not break his word*' is *ne manque pas à sa parole*, and not *ne brise pas sa verbe*, nor *ne rompt pas son mot*, and for, in the sense of *because*, is *car* or *parce que*, and not *pour*. All these mistakes occurred with great and exasperating regularity, and in addition *vous* and *tu*, in the mode of address, varied most arbitrarily in the same letter; *tu* of course ought to have been used exclusively. Altogether many marks were lost in this harmless looking little letter.

Questions 7 and 8. The translations of the extracts from the two set books were excellently done in most papers and very high marks were the rule; here also the examiner's temporarily flagging spirits were now and then cheered by original and sometimes humorous renderings, eccentric spellings, and historical facts more amusing than veracious or authenticated. Among the first of these may be mentioned *maussade* = *mossy, drunk*; *épines* = *pinet, pins*; *lard fumé* = *fuming lard*; *une terrine de crème* = *a tyrrhene, a bowl, a bowl of cream*; *une anémone* = *an anemone, a ring*; *un rustre* = *a beer, a boar, a bore*; *un bohémien* = *a paddy-go-easy, a real Irishman*, whilst *les frères demoiselles*, was rendered by almost any insect imaginable, *lizards, dandy and daddy long-legs, glow-worms, caterpillars, beetle-flies, &c.*, occurring repeatedly. Among the eccentricities in spelling I noted as the most eccentric: *prepises* and *prespuses* for *precipices*, *horthorns* and *houghthorn* for *hawthorn*, and *orphen, orphin, orphant* and *orplint* for *orphan*. But though I am here pillorying theses mistakes, I wish to add emphatically that in most of the papers no spelling mistakes whatever appeared, whilst many of these slips were no doubt due to haste in writing. In the historical allusions, however, no such excuse can be offered. What but want of preparation can account for such blunders as *la patrie du Cid* = *the country of the South, the nation of the Cids, the people in the Caucasian mountains, the patriarch of the Moors, the name of a star, a race of dwarfs, &c.*; or for such unsophisticated opinions as *Paul et Virginie* = *two Roman martyrs, Punch and Judy, two Greek gods, St. Paul and Virginius the Roman, &c.*

However, most of these mistakes appeared in papers otherwise not quite irreproachable, and in spite of them I can honestly say that on the whole the set books seem to have been conscientiously studied by the majority of the candidates of the prescribed age.

Question 9. Translation at sight. The prose piece and the little poem selected for translation into English 'at sight' were not altogether successfully handled by the candidates. It might be condoned that words like *écloué, charpenté* and *hâlé* should have been missed, but I was rather disappointed to see that few seemed to be acquainted with such common words as *les côtes, le rivage* and *d'autant plus que*. *Côtes* was almost invariably rendered by *sides*; *rivage* by *river*, and *d'autant plus que* by *much more than*. Thus the prose piece was imperfectly rendered, especially through missing the last of the three examples just mentioned. Still many made fairly good sense of this piece; but the dreamy nature of the *lotus* life picture in the little poem was too much for a great number of the youthful translators; in their excessive poetic fervour many went beyond poetic licence and degenerated into absolute nonsense. The marks here are thus somewhat lower throughout than might have been expected from the excellent translations of the pieces selected from the set books.

On the whole, however, and allowing for the slips and mistakes, which I thought it my duty to expose *tant soit peu* ruthlessly, I consider the French work shown by the 1,100 papers which came under my notice, eminently satisfactory, and the percentage of "Honours," and especially of "Passes," will be found to be exceptionally high, at any rate among the boys of the prescribed age.

The papers of the over-age candidates were, on the whole, considerably inferior to those of the boys of the prescribed age. Indeed I feel compelled to express my opinion that some of these candidates never looked at the set books at all, except perhaps cursorily, but

trusted to a general vague knowledge of French and—to luck; whilst a few must have presented themselves at the examination in French more as a joke than with any expectation of passing, for how otherwise could such totals as 0, 9, 13, 33, 44, or even 56, 57, 66, and 75 out of 700 be explained? A few of these over-age candidates however deserve distinction, and many will have passed, though the greater number are evidently very weak in French.

MIDDLE GRADE.—GIRLS.

Report of OTTO C. NÄF, M.A.

The remarks I have made in almost unpardonable detail with respect to the boys' papers apply equally to those of the girls. I may however add, that the girls' knowledge more often overflowed into a second answer-book, and also that while there were proportionally less absolute failures here, there were also proportionally less papers of exceptional excellence, i.e., the average of marks among the boys will, I fancy, be somewhat higher than among the girls.

JUNIOR GRADE.—BOYS.

Report of JOHN W. BACON, M.A., W. F. BUTLER, M.A., and
Rev. JOHN F. HOGAN, D.D.

The answering was, on the whole, satisfactory. A large number of candidates reached a high standard of merit. The average was higher than in former years, and the number of failures much smaller.

The grammar was carefully prepared, and the unseen passages were, in the great majority of cases, well translated.

We noticed that the short sentences and passages from the authors studied during the year were very often not accurately rendered into English. Whenever an uncommon word or an unusual idiom occurred its sense was often entirely missed.

Another weak point was the Composition, and particularly the rendering of the continuous passage of English into French. Considering the importance of this element in the programme and the large proportion of marks assigned to Composition we think it right to draw the attention of teachers to the necessity for more frequent exercise in this part of the training. As Composition brings into play not only a knowledge of the French vocabulary, but also a knowledge of orthography and of the rules of grammar, the time spent at it will be profitably employed, and the frequent correction of mistakes will accustom the boys to caution and precision.

More attention than in former years seems to have been given to pronunciation. It is to be regretted, however, that in a great number of cases pronunciation is entirely neglected. We fear that the remedy for this defect is not to be found in any purely written test. If an experiment were to be made we should recommend the employment of some elementary manual of phonetics, such as those of Passy or Victor.

JUNIOR GRADE.—GIRLS.

Report of PAUL E. E. BARBIER.

The Grammar questions were very satisfactorily answered. With the exception of the question on *même* adjective and *même* adverb, all the answers to the questions on Grammar were good, many excellent, chiefly those answers on the plural of nouns and feminine forms of adjectives and on the irregular verbs. In marked contrast with answers I examined on previous occasions candidates have shown they understand how to use correctly the accents.

In many respects the Grammar work sent in is superior in accuracy and better quality altogether than it has been in former years.

The answers to the question on pronunciation of French words clearly prove that teachers are incompetent or negligently perform this part of their work. The simple sound "ou" heard in L(ou)is and which is met with in *poêle, août, soupir*, was represented by endless combinations of letters exceedingly perplexing for distributing marks.

The sentences illustrating peculiar idioms and difficult renderings of the composition section were good, but the prose composition on the whole was weak. Very few candidates turned the English passive voice into the French transitive voice. They also failed to illustrate the impersonal and personal nominative case of "it." The gender of nouns was weak, the translations of the set books were uniformly good. Internal evidences lead me to think that many candidates learned the translations by heart. The answer to the question on the subject matter of the text-book was excellent, which testifies candidates took a great interest in the dramatic incidents of the story they read. The first part of the unseen was very good; the latter part was poor. Candidates failed to translate accurately, *sciérie, pré, lisière, faire l'exercice*.

Candidates ought to be reminded not to write down in their answer books the questions of the Examination paper. By so doing they waste time and give needless trouble to the Examiners.

PREPARATORY GRADE.—BOYS.

Report of JAMES BOËLLE, B.A., AND FREDERIC SPENCER, M.A.

The question on French pronunciation, which was simple in form and limited to words occurring in the prescribed texts, suggested forcibly that the teaching of French in many schools is still of an antiquated and most unsatisfactory type. The questions in Grammar were well answered by a very fair proportion of the candidates presented, but many, even among the best, were unable to write out correctly the present subjunctive of *avoir* or the required tense of a reflexive verb of the first conjugation.

The composition exercise consisted of the retranslation into French of sentences based on passages occurring in the prescribed books. Many of the versions sent up were very creditable, but the large majority showed that little practical use had been made of the materials supplied. The translations into English were too frequently a mere exercise of mechanical memory, and many of the candidates who wrote almost faultless renderings were utterly unable to deal with even the simpler passage of unprepared French.

It is a pleasure to report that a considerable number of individual papers were marked by great intelligence and afforded every evidence of sound and conscientious teaching. With the exception of the last sentence in the more difficult passage—a sentence, perhaps, rather above the standard which might fairly be expected in this Grade—both passages of unprepared French were excellently rendered by very many candidates. The work of these candidates was generally of good quality in composition also, and entirely satisfactory in Grammar and prepared translation.

The frequent occurrence of Latin, Italian, and German words in the French composition makes it seem probable that many of these young children are attempting more languages than they can adequately cope with.

It should be added, in conclusion, that in neatness and legibility the large majority of the papers left nothing to be desired.

PREPARATORY GRADE.—GIRLS.

Report of FREDERIC SPENCER, M.A.

The judgments passed upon the work of the boys in this Grade may be generally taken as applying to that of the girls also. It must be said, however, that signs of purely mechanical preparation, and of the lack of proper oral instruction, were less general than among the boys, and there were also far fewer blunders in English grammar and orthography.

COMMERCIAL FRENCH.

JUNIOR, MIDDLE, AND SENIOR GRADES.—BOYS AND GIRLS.

Report of V. STEINBERGER.

I corrected French commercial papers some years ago. The progress made since then seems to be considerable, especially that of the girls. These latter prepared this subject better, and their answering is superior in all the grades to that of the boys.

SENIOR GRADE.

The French passages to be translated into English were done with few exceptions intelligently. The weak part of the answering in this Grade was the English passage set for translating into French. Only a few knew the French equivalents for—railroad preference shares and bonds, bank stocks, Spanish securities.

MIDDLE GRADE.

The answering of this Grade compares very favourably with that of the Junior Grade. The translation from French into English was done intelligently by most of the candidates. A fair number translated the English letter into French creditably. The rendering

of the detached English sentences showed a fair amount of careful preparation. The French words that gave most trouble were—*le débit*, *le montant*, *l'emballage*, *l'enchère*, and the verb *enlever*, which was very generally confounded with *élever*.

JUNIOR GRADE.

The great weakness of the candidates of this Grade consisted in the want of knowledge of French composition and of the meaning of commercial expressions. They do not yet know the English meaning of these expressions, and are therefore unable to employ them properly in French. Without getting a firm hold of the exact meaning of the English terms, it is of little use to learn their French equivalents. A considerable number of this Grade seem to have taken up this subject in order to add a few marks to their total. They learnt the beginning and end of a French letter and used their scanty knowledge sometimes in a most ridiculous fashion. This class of candidates stumbled at such every day terms as—*veuillez me communiquer la facture*, *payer au comptant*, *la traite*, &c., and of course suffered for their ignorance.

The spelling of *draught* instead of *draft* (*la traite*) was rather frequent.

GERMAN.

- (1) SENIOR, (2) MIDDLE, (3) JUNIOR, (4) PREPARATORY GRADES.—BOYS.
Report of E. L. MILNER-BARRY, M.A.

(1) SENIOR GRADE.

The work was very praiseworthy. In Grammar good marks were, as a rule, obtained; weakness, however, was shown in the rendering of idiomatic German expressions, e.g., "*nichts weniger als*," proved a stumbling block in nearly every case.

The composition was fair, though still the weakest part of the paper.

The "*Journalisten*" had been well prepared, and had evidently been read with interest and intelligence. "*Leier und Schwert*," the verse subject, produced, on the whole, good results; but the historical side of the work had not received sufficient attention.

The drift of the "*Unseens*" was successfully made out in nearly every case, but even in this grade the renderings were far too literal. Pupils should be encouraged to develop a more free and spirited style.

(2) MIDDLE GRADE.

As a whole, the work of the Middle Grade (boys and girls) was very promising. The answers of the boys in Grammar were good, but a confusion seemed to exist as to the meaning of the expression "*pluperfect subjunctive*," and the conditional was often substituted for it; few candidates succeeded in declining correctly, "*Die Berliner Zeitung*." Idiom was defective in the translation into German. The use of the subjunctive did not seem understood, and relative and interrogative pronouns were confused.

In Prepared Translation the prose work was well done ; but speaking generally, the verse subject, "Wilhelm Tell," was disappointing. The play has many difficulties, but insufficient preparation seems to have been the cause of comparative failure in this part of the paper, *e.g.*, not a single candidate could give a correct rendering of "Ich werde mich unterstehen, euch das zu wehren."

In "Unseens" the work, as a whole, was good, but a lack of freedom was noticeable in nearly every case.

(3) JUNIOR GRADE.

The work of the boys was marked by the same characteristics as that of the girls ; the composition, as a whole, was rather better, but the translations of Lessing's "Fabelu" showed the same weakness as that of the girls, and few good versions of the "Unseen" were submitted.

(4) PREPARATORY GRADE.

The work submitted was good. The Grammar was well known. The composition was rather weak, the prepositions being often incorrectly used. The Prepared Translation reached a good standard, but pupils should observe the rules for translating word for word with greater strictness.

(1) SENIOR, (2) MIDDLE, (3) JUNIOR, (4) PREPARATORY GRADES.—GIRLS.

Report of E. L. MILNER-BARRY, M.A.

(1) SENIOR GRADE.

The remarks made about the boys apply generally in the case of the girls.

The work was of practically the same standard, except in the composition, where a slight falling off was noticeable.

In several cases "Lützow's wilde Jagd" was confused with the legend of the "Wilder Jäger," and his prowess as a hunter was set forth at considerable length.

(2) MIDDLE GRADE.

The work of the girls did not differ in any striking way from that of the boys (*q.v.*) In the composition the rules for word order were frequently broken, and "als" "wenn" and "wann" were frequently confused. In "Unseens" the renderings were too timid, with the possible exception of the following version :—

"Lass mich in vollen durstigen Zügen,
Trinken die freie, die himmlische Luft."

"Let me drink the heavenly air of freedom in full and thirsty trains."

(3.) JUNIOR GRADE.

The over-age candidates' work was, for the most part, weak. In the work of the girls, who far outnumbered the boys, the Grammar was, as a rule, well known. In the Composition few candidates were able to translate correctly a tense of the passive voice. The expressions "the French Capital" and "Switzerland" were very seldom correctly translated. Confusion was very marked between "nach" and

"nachdem," "über," "oben," and "vorüber." The translation, though well known, was often spoilt by a total disregard of style. This was particularly noticeable in the case of Lessing's "Fabeln." Few candidates sent in faultless versions. Mistakes in spelling were frequent, and the word "butty" was often used as a translation of "stössig." In the Unseen the expression "ich liest zu essen bringen" proved an almost insurmountable difficulty.

(4.) PREPARATORY GRADE.

The work of the girls hardly reached the standard of that of the boys, but, with few exceptions, it was satisfactory. Composition once again proved the weakest part of the paper. Many candidates omitted to parse the two words given, and few succeeded in parsing both the words correctly.

GERMAN—COMMERCIAL.

ALL GRADES.—BOYS AND GIRLS.

Report of E. L. MILNER-BARRY, M.A.

The work in the three grades was satisfactory, the number of failures being small. Speaking generally, the weak point in the papers lay in the translation into German. This was most noticeable in the case of the Middle Grade girls, where several candidates failed to obtain marks on this part of the paper. Every effort should be made to strengthen this most important part of the subject. The best batch of papers were those submitted by the Middle Grade boys, whose work throughout reached a very creditable standard. In the Senior Grade the boys also submitted the best answers. More attention is necessary to the correct rendering of commercial terms. Hardly a single candidate was able to render the words "cheque" and "mercantile marine" into German. The papers, as a rule, were characterised by neatness and care, but an improvement in the German Handwriting is desirable.

ITALIAN.

ALL GRADES.—BOYS AND GIRLS.

Report of Rev. W. H. MURPHY, D.D.

The writer of these lines, when drawing up his report last year, pleaded strongly for the necessity of presenting text-books to pupils in their living environment of history, geography, and biography, and he showed by reference to the answer-books of the year that, so far at least as Italian is concerned, this aspect of teaching was systematically ignored. The answer-books of this year which he has just examined yield him the comforting reflection that his pleading fell on heedless ears. Once again, questions on history or biography arising out of the text have been challenged by such statements as "I did not study Italian History"; or, "My edition has no notes!"

Sometimes, on the other hand, fancy has been sent in search of answers, nor is there any lack of boldness in her flights. For example in the Junior Paper is the following: (c) Write short notes on *Vittorio Emanuele II., Pantheon*. I set down some remarkable answers. "Pantheon is a building in the Gothic style, where plays and concerts are held." "Victor Emanuel drove the Persians out of Italy."

Amusing or disheartening as the foregoing may variously be accounted to be, it seems, at least, to furnish evidence that Intermediate schools, as a class, decline to recognise the aspect of teaching which we are considering; hence it is idle further to enlarge on the subject. Having now, for the third time, directed attention to it, nothing more remains that I can do.

Turning to the treatment of the questions in Grammar, Translation, and Composition, I have only to say that the answering is of average merit, except in Composition; there is a falling off in the Composition this year—at least in the higher grades. This being so, it is unnecessary to state that candidates in these grades continue to exhibit the want of acquaintance, noted last year, with Italian idioms. On the other hand, the Composition of the junior boys may be praised almost without reserve. In general, it is true this year that the answer-books in the Preparatory Grade, and in the Junior Grade (boys) are full of promise, while those of the higher grades are disappointing. Exception, however, must be made in favour of the Translation at Sight which, in the Senior Grade, was well done.

I think it may be of use to call attention to the following points—unconnected with what has gone before, or with one another:—

I. Candidates confound the French *assez* with the Italian *assai*. Thus "hardly good enough" is commonly translated—by Senior Grade pupils—*appena assai buono*.

II. The polite use of the feminine pronoun of the third person in addressing persons of the male sex seems to be unknown to candidates of the Middle Grade. Nearly all of them when translating the Unseen Passage render "*Non so s'ella mi capisca*" by "I don't know whether she understands"; although *ella* plainly refers to *cavaliers*.

III. "Local vulgarisms" were complained of by examiners in English last year as being common in the compositions which they had read. I have just found in the answer-books of the Junior Grade an instance of such vulgarism curious in its persistence. The passage from the text-book set for translation contained the following line:—"*Mi hanno soffocato la mia bambina*." Uniformly one found the line translated thus:—"They have suffocated my baby on me." Not only this, but one candidate deplored, through some feeling lines, the poverty of the Italian language which refused to bring out the vividness of the English idiom "on me!" One almost fears that candidates could not have cherished such a passion for this "idiom" unknown to their teachers; and yet they cherished it unrebuked.

In reference to Commercial Italian, Senior Grade candidates show a marked advance in their acquaintance with technical terms. No improvement on former years can, however, be noted in the answering in the other grades, except, perhaps, in that of the junior boys, while the junior girls were so bad that their presenting themselves for examination must be accounted a mere sham.

SPANISH.

JUNIOR, MIDDLE, AND SENIOR GRADES.—BOYS AND GIRLS.

Report of RICARDO RAMIREZ.

I am pleased to be able to report very favourably on the result of the examination; all the candidates show that they have been well taught, and that they possess an intelligent and servicable knowledge of the Spanish language: there is not one really poor paper. The low marks in some papers may be attributed to weakness in the idiomatic phraseology, and in the translation into Spanish. More attention should, therefore, be bestowed upon the acquisition of an accurate and practical vocabulary of idioms used in everyday life.

CELTIC.

SENIOR GRADE.—BOYS AND GIRLS.

Report of JOHN MACNEILL, B.A.

Grammar.—There was a great deal of very weak answering, though all the questions are dealt with in some form or other in the only Irish Grammar in print during the year. The general want of accuracy in answering such an elementary question as that regarding the emphatic suffixes of the personal pronouns is quite inexcusable.

Composition.—The average was far from satisfactory. I feel certain that sufficient attention is not paid throughout the course to this most important part of the programme. Candidates were often utterly at a loss for the commonest words and idioms. I suggest that Senior Grade students at the commencement of the year should begin with very simple Composition to refresh their knowledge of rudimentary matters, and should progress rapidly to pieces chosen specially for their resemblance in subject and character to the portions of the text concurrently studied.

Translation from Irish.—This was, in general, well and conscientiously done.

Translation at Sight.—This was very well done. Few of the candidates knew the meaning of *sitheacall*, the national chess-game so prominent all through Irish epic literature.

In this and the other grades, the girls, though they averaged pretty well, did not show by any means as good a proportion of answering of a high standard as the boys.

Irish Names of Places.—This part of the course was not studied with any care, except by one or two candidates, a surprising fact, considering its interest and simplicity.

MIDDLE GRADE.—BOYS AND GIRLS.

Report of JOHN MACNEILL, B.A.

In the analysis question, many candidates failed to see that the last four words, *mar a raibh cian*, constituted a distinct sentence.

In other respects, the same remarks apply to this as to the Senior Grade, but that the translation from Irish showed an appreciably lower degree of immediate application of the intelligence to the accurate rendering of the text.

JUNIOR GRADE.—BOYS AND GIRLS.

Report of JOHN MACNEILL, B.A.

Grammar.—The grammar questions were largely devised to test whether, in addition to a formal and mnemonic knowledge of grammar, the candidates knew the force in actual application of the facts learned. Very many candidates failed to show more than a moderate degree of this knowledge. As in last year's answering, much of the parsing was done on entirely wrong lines, and was clearly based on a knowledge, not of Irish, but of English Grammar. *Scoile*, a genitive, was often made "objective governed by 'of!'" The term "objective" was used to cover genitive, dative, and accusative. All the nouns were frequently made neuter, though the neuter gender, except for a few traces, is as extinct in Irish as in French. The phrases *ar deary-lasadh*, *tigh na scoile*, and *las Bealtaine* were parsed as single words, apparently because they might be represented as single words in the English translation. This kind of parsing entirely misses the chief ends of parsing—to distinguish the nature of individual words, and the relations of word to word in a sentence.

Composition.—This was often very good, but too often bore evidence of an utter want of previous practice.

Translation from Irish.—In very many instances candidates, instead of using their brains to tackle the exact meaning of the words, were apparently content to touch the text in places, and rely on memory or inspiration to carry them over the intervening spaces—too often a vain reliance.

Translation at Sight.—This was often well done, even when the prescribed translation was very poorly done, thus proving that candidates would do better to pay a closer attention to the rendering of the prescribed passages in their own words, and by aid of their understanding.

PREPARATORY GRADE.—BOYS AND GIRLS.

Report of JOHN MACNEILL, B.A.

Grammar.—The answering in Grammar, and especially in parsing, exhibited in many instances, the same defects as are noted in the Junior Grade. I should say that sufficient attention had not been paid to Irish parsing during the year's study.

The remainder of the answering is subject to the comments made on the Junior Grade answering. I noticed a kind of impatient rushing of the translation at sight, as though candidates distrusted their ability to hammer out the meaning from a careful examination of the words. Possibly translation at sight is not sufficiently resorted to as an exercise during the course of study.

In the Preparatory and Junior Grades, teachers will find it profitable at the outset of the course, and at intervals afterwards, to take occasion to appeal to the special motives which should interest students in this somewhat difficult language, and induce them to take a keen personal interest in mastering it.

DOMESTIC ECONOMY.

SENIOR, MIDDLE, AND JUNIOR GRADES.—GIRLS.

Report of FANNIE GALLAHER.

I cannot say that I was disappointed by the answering this year : it seemed to me to represent a broader view of the subject, on the part of both teacher and taught, than was held by them when last I examined.

With the *Seniors* I found a greater independence of opinion, a wider practical knowledge, and less tendency to swear by any particular text-book as the sole means of salvation. The candidates were often strong enough in their convictions to wrestle with the questions (when unable to give the direct answer correctly), and thereby prove themselves in possession of a certain quantity of information on the point under consideration. A large proportion of the answers afforded excellent testimony of careful theoretical training. The purely practical side of the subject, however, was not so developed if one were to judge by the instructions given for the preparation and cooking of a very ordinary dinner. This fact made me often wish for an opportunity to impress on the mothers and guardians of the young candidates the justice of allowing them to have some chance of gaining experience of Domestic Economy in their own homes, and particularly in their own kitchens.

The *Middle Grade girls* had evidently thought less about the subject, and were more easily tempted to drop an answer when they failed to remember the words of the text-book. It struck me as surprising how few were able to describe intelligently either a good water-supply to a house, or the manufacture of coal-gas. "Booky" questions had a better fate, although the answers might be met with the serious objection that they were valuable as words rather than as ideas.

To the bulk of the *Juniors* the examination was an ordeal through which they had to pass as quickly as possible. The innate and unadulterated ingenuity of our race asserted itself on many occasions, and in their hurry they evolved solutions which were calculated to upset the serious gravity of the situation. They appeared to be very untrained in the art of writing down answers, and to have but little appreciation of the importance of accuracy. I wonder if a few commonplace text-papers had been set to them previously should I have been assured (1) that the blood flows through the capillaries and the *artilleries*; (2) that the lower part of the body is called the *omdurman*; (3) that a *battery* must always start a sweet omelette; (4) that broiling is frying in a gridiron, and frying is frying on a gridiron; (5) that "parsley, eggs, cornflour, pepper, sugar, and onions," make a sweet omelette; (6) that to stew a steak one must "put plenty of pepper on the pan, and turn it now and again"; and (7) that "the nervous system is the heart, is on the right side of the body, and feels all sorts of things—sadness and such things." These are a few of some hundreds of silly answers which were offered for my acceptance.

Before concluding, I should like to lay every emphasis in my power on what I consider the lamentable spelling and writing which were let loose over a large majority of the papers in all grades, but particularly the Junior. Style and composition need not always be hoped for, but surely every examiner has a right to expect some signs of at least a rudimentary knowledge of orthography. I doubt if an elementary class in a National school would have been guilty of the mutilations in the spelling of simple words which disfigured the answers of numerous representatives of Intermediate Education.

PLANE TRIGONOMETRY.

SENIOR GRADE.—BOYS.

Report of WILLIAM E. THRIFT, M.A.

I was much pleased with the general answering of the boys of the prescribed age. The majority of the candidates appeared to have been well taught, to have mastered the fundamental principles of the subject, and to be fairly well acquainted with the usual methods and processes employed in it. Many showed much intelligence and skill in their manipulation of trigonometrical functions.

Comparatively few, however, made any satisfactory attempt at the twelfth question, which required an easy application of trigonometrical methods in a geometrical example. Many boys, too, were inaccurate, and might by the exercise of more care have obtained considerably higher marks. Indeed the prevalence of inaccuracy appeared to be one of the main reasons why so few obtained more than 75 per cent. of the maximum marks.

Many of those who failed sent in blank papers.

The answering of the over-age candidates was, with few exceptions, poor and unsatisfactory.

SENIOR GRADE.—GIRLS.

Report of WILLIAM E. THRIFT, M.A.

Of the thirty-six candidates examined fifteen failed. Those who passed showed a sound elementary knowledge of the subject, doing the easier questions correctly; but very few made any satisfactory attempt at the harder questions. Only four obtained Honours; but one of these sent in an admirable paper, indeed, as the marks show, the best paper presented in the subject.

ALGEBRA AND ARITHMETIC.

SENIOR GRADE.—BOYS.

Report of SWIFT P. JOHNSTON, M.A.

Though the answering in Arithmetic was unsatisfactory, the general character was excellent, being more than redeemed by the high average obtained in Algebra.

In the "Pass" questions there were no special features, each being correctly answered in about the same proportion of cases.

In the "Honour" part of the paper, the problems that the candidates found most difficult to solve were the ninth and tenth, on permutations and on the binomial theorem, respectively. In fact, with regard to the latter problem, but very few recognized that the solution necessarily depended on the binomial theorem.

The remarks on the normal portion of this Grade apply equally to the over-age candidates, except that the standard of answering is not quite so high. A few cases were, however, equal to the best in the other department.

SENIOR GRADE.—GIRLS.

Report of STEPHEN B. KELLEHER, M.A.

The answering was very satisfactory. The candidates showed a good knowledge of the subject, and the discrimination evidenced in the selection of questions to be attempted seems to prove that the candidates recognized the evil of attempting too much on an examination paper.

The work of nearly all the candidates was very neatly performed.

EUCLID.

SENIOR GRADE.—BOYS.

Report of J. A. MCCLELLAND, M.A.

The answering by the boys in the Senior Grade was very good.

The great majority of the students showed an accurate knowledge of the propositions of Euclid, and very few failed to obtain the marks necessary for a Pass.

The Exercises were well attempted, and by a few of the best candidates very great ability was shown.

The manner in which the students wrote out their answers, however, was, on the whole, unsatisfactory. It was evident that many of them had no practice in writing out propositions or exercises, and this is a serious handicap in the examination hall. Ability in writing out propositions in a concise manner without wasting time on useless repetitions enables a student to give some time to the solution of the exercises, and he is thus amply repaid for the time spent in practice for the examination.

SENIOR GRADE.—GIRLS.

Report of JAMES C. REA, B.A.

The answering in this Grade was good, a small proportion of the candidates failed to get Pass marks and a fair number of them obtained Honour marks. Some of the Honour candidates answered the deducibles well, and one succeeded in getting full marks on all of them. A few of the Honour Candidates wrote out the Propositions of Euclid in too hurried and slipshod a manner, and thereby lost some marks. The Propositions of the Pass candidates were, with some exceptions, well done; they were neatly and accurately written out, and the papers gave evidence of careful training. It was curious to find some, even of otherwise good candidates, commencing Question 1 by saying produce the given line AB, and on the produced part describe a parallelogram equal to the given triangle, and having one of its angles a right angle, failing to see that this was the Proposition itself.

MIDDLE GRADE.—BOYS.

Report of ROBERT RUSSELL, M.A.

The answering in the Middle Grade was good. Over 80 per cent. passed, 45 per cent. passed with Honours, and 18 per cent. failed. Two candidates obtained full marks.

The problems were fairly well answered, and quite a large number of candidates sent up papers that were in every way most creditable to themselves and their teachers.

Ratio and Proportion seemed to be imperfectly understood, many not being able to state accurately the proportions among the sides of equiangular triangles. Several inferred the equality of a and c from the following:—

$$a : b :: b : c \text{ or } b : a :: c : b$$

The Question (No. 8) relating to similar polygons, although very generally attempted, had been by many simply committed to memory, some who answered the proposition not having the slightest idea of the meaning of duplicate ratio, and some who were successful in obtaining marks in this question failed in those that were more elementary.

A large number of candidates were guilty of much stupidity in proving particular cases of Propositions where they also proved the general case.

Very bad drawing was common, even in cases where otherwise there was considerable merit, many of the figures being absurdly incorrect.

Teachers ought to induce their pupils to think during the operations of the constructions.

The over-age boys did not answer so well, especially in the problems; 61 per cent. passed, 17 per cent. with Honours, 39 per cent. failed.

MIDDLE GRADE.—GIRLS.

Report of PATRICK KELLY.

The candidates in this Grade may, for convenience of reference, be divided into three classes:—

1. A small number that presented themselves for examination with practically no preparation.

2. A somewhat larger, but yet not very considerable number, that seemed to have learned particular propositions mainly by memory and with little or no understanding of the most elementary ideas of the subject.

3. The residue.

It is needless to observe that the members of the first two classes failed to obtain even a Pass. It would be well for the second class to realize, as soon as possible, that the shortest and easiest way to acquire a knowledge of Euclid is by clearly comprehending the definitions and axioms, and patiently and thoroughly following their applications in the several propositions. By adopting this course the study of Euclid will very soon become a labour of love, the propositions will suggest themselves unbidden and be remembered without an effort of memory.

The third class, which may be regarded as the really representative section of the Grade, answered very creditably. This class forms a very large per centage of the whole. About half the number passed with

Honours, and of these a third attempted the deducibles, many with considerable, and some with marked, success. In several instances the solutions were neat and original, clearly showing that the invention of the pupils had been skilfully trained and disciplined by habits of analysis. In most cases, the figures were beautifully drawn and clearly lettered, and the proofs were made agreeably lucid to the examiner by an intelligent use of symbols.

JUNIOR GRADE.—BOYS OF THE PRESCRIBED AGE.

Report of WILLIAM BERGIN, M.A., PATRICK KELLY, and
JAMES C. REA, B.A.

The result of the examination in this Grade was satisfactory. The majority of the candidates showed that they were well grounded in Euclid, and worked the propositions with clearness and conciseness. A fair proportion of those who passed passed with Honours, and a fair number also tried one or more of the deductions, and of these a few succeeded in working all correctly.

The working of the Euclid of some of the candidates was very unsatisfactory, the proofs were involved, confused, and redundant, and the writing and spelling, in some cases, bad. It would be well if candidates would read the questions more carefully. Some proved Question 3 for triangles on *equal* bases, and others proved Question 5 for *internal* contact. Very few of those who attempted Question 8 did more than work either the ninth or tenth propositions of Book II.; they failed to show what line was half the sum or half the difference respectively.

We wish to draw attention to the use of the sign “+” for “and” where the sum is not meant. This abuse of a symbol occurred very frequently, and we think it ought not to be encouraged.

JUNIOR GRADE.—BOYS.—OVER-AGE.

Report of J. A. McCLELLAND, M.A.

The Junior Grade boys (Over-age) showed on the whole a very fair knowledge of the propositions of Euclid, but very few of them attempted even the simplest of the exercises. In many cases, where all the propositions were answered quite accurately, thus showing a perfect grasp of the principles and methods of the subject, not even a single exercise was attempted. This would certainly seem to show that these students had never been encouraged to attempt the solution of exercises in Euclid. As in the Senior Grade, a want of practice in writing out propositions was also displayed.

JUNIOR GRADE.—GIRLS.

Report of J. A. McCLELLAND, M.A.

The answering of the Junior Grade girls was very good. They showed a full knowledge of the text of Euclid, and they deserve a word of praise for the neatness of their work. A fair proportion of the students attempted the exercises, and with considerable success. In reading the

papers of Junior Grade students, both boys and girls, one is surprised at the number who lose marks by careless reading of the questions. A proposition is asked referring to triangles on the "same" base, and a large number of students prove the corresponding proposition referring to triangles on "equal" bases. When a proposition is asked referring to circles which touch "externally," the proof is often given of the corresponding proposition where the circles touch "internally." It should be impressed on Junior Grade students that no time is lost by reading a question twice before proceeding to answer it.

PREPARATORY GRADE.—BOYS.

Report of Rev. THOMAS R. POWER and ROBERT RUSSELL, M.A.

The Preparatory Grade boys have answered very satisfactorily in Euclid; nearly 80 per cent. passed in this subject, and nearly 70 per cent. of those passed with Honours, and a larger number than usual of the candidates seem to have attempted and succeeded in answering one or more of the deductions.

Failure was most frequent in Question 8 (Euclid II, 13), the proper segment or correct method of proof being very often mistaken. It was rather a surprise to find so many boys puzzled by the simple example of indirect proof given in Question 2 (I, 27), and so many contented to give the first very obvious case alone of Question 3 (I, 35).

The quotation of authorities in the arguments, although in general satisfactory, was often carried to excess. Some, however, showed much carelessness in their references. *Euc. I.*, 4, 8, 26, were frequently wrongly quoted. In Question 5 (*Euc. I.*, 48) the production of the side was not often met with, but *I.*, 47, was by many wrongly quoted in the argument.

A serious want of attention was often shown in reading the questions: many misconceived one or other of them, and one or two boys in this way alone missed the honour of full marks in the subject.

Many, indeed most, of the candidates did their work neatly, concisely, and intelligently.

PREPARATORY GRADE.—GIRLS.

Report of PATRICK KELLY.

A number of the candidates appear to have taken up the subject in a half-hearted way, but the answering of a large percentage of the whole was eminently satisfactory. Of those who passed, nearly two-thirds obtained honours, and nearly one-third attempted the deducibles with more or less success. Three cleared the paper, and obtained full marks. It was a pleasure to recognise the clear understanding of first principles exhibited by very many of the candidates. The answering maintained a very high, all-round level, and there was no prevalent weakness calling for particular notice.

ALGEBRA.

MIDDLE GRADE.—BOYS OF THE PRESCRIBED AGE.

Report of JOHN R. LEEBODY, M.A., D.Sc.

The answering all round was of fair average merit, and in the case of some of the best candidates it was very good, indeed. Sixty-three per cent. of those examined secured a Pass, and rather more than one-half of these reached the Honour standard. Two defects noticeable in the answering of the great majority of the candidates call for comment. *First*, inability to prove simple algebraic theorems. With few exceptions, the candidates seemed to consider that they had given a satisfactory proof of a general theorem, when they had shown that it was true in a particular case. *Second*, want of facility in algebraic factorisation. Pages of writing were occupied with lengthy multiplications and divisions, when the result sought might have been reached in a few lines by a proper use of factors.

MIDDLE GRADE.—BOYS.—OVER-AGE.

Report of JOHN R. LEEBODY, M.A., D.Sc.

The answering was very inferior, only 25 per cent. of those examined reaching the standard for Pass.

MIDDLE GRADE.—GIRLS.

Report of E. HUGHES DOWLING, B.A.

Although the percentage of passes in this subject is fairly high, the knowledge of the principles of Algebra, and of good methods of working the questions, displayed by many of the candidates, leaves much to be desired.

There are on the paper three questions on the theory of the subject, and not more than 10 per cent. of the candidates obtained a single mark for their attempt at answering them. The first of them is: "Prove that, if each of two algebraic expressions is divisible by a third, the difference between any multiple of the first and any other multiple of the second is divisible by the third."

Only four candidates answered this correctly; the others who attempted it took particular examples of the simplest nature to prove it; while the vast majority made no attempt at it. This I consider the reverse of satisfactory. Not one of the candidates solved, or tried to solve, the question on the finding of the highest common factor by what is commonly known as the "head-and-tail method." Yet this method is well known, is given in Graham's and other algebras, is sometimes indispensable, and in exercises like the one given in this paper much shorter and more suggestive than the long method employed by all the candidates.

Question No. 2 is the following:—

$$\text{Simplify } \frac{a(a^2 - a^2)}{(a - b)(a - c)} + \&c. + \&c.$$

Now, few of the candidates broke this up into two sets of fractions, viz.—those involving x and those not involving it, with the result that many candidates failed to cancel the right terms, wrote wrong signs, and

made other mistakes which would have been easily avoided had the method here suggested been followed. Not many of the candidates showed any familiarity with the principles of symmetry and cyclic interchanges, and few were acquainted with the factors of the symmetrical expression $a^3(b-c) + b^3(c-a) + c^3(a-b)$. As long as this continues progress in algebraic work must needs be slow and uninspiring, and the labour of teaching unnecessarily laborious. A Middle Grade candidate should no more be ignorant of the factors of such expressions as $a^2(b-c) + \&c. + \&c.$, than he, or she, should not know the Multiplication Table.

The same remarks apply to the method of working the equation, involving a knowledge of cyclic interchange; but in this case the result was disastrous, as not a single candidate obtained full marks for it. The great majority of the pupils who tried it made no attempt at collecting the terms involving the same powers of x , with the obvious result that neither themselves or the examiner could tell where they were in the question. In questions such as this it is often advisable to work out the numerator of one of the fractions to its simplest form, and then to write the others *under*, and not *after*, it. In this way like terms are easily collected, are under the control of the pupil, and are easily simplified. A few of the candidates sent up neat and orderly work, which displayed a good knowledge of Algebra and good teaching.

JUNIOR GRADE.—BOYS.

Report of SWIFT P. JOHNSTON, M.A.; STEPHEN B. KELLEHER, M.A.;
and WILLIAM E. THEIFT, M.A.

Though the paper in Algebra that was set to the Junior Grade was not more difficult than usual, the general impression produced on the minds of the examiners by the result was decidedly one of disappointment. The suggestion that forced itself on them was that very much better results might have been obtained by a little additional attention on the part of the teachers to the importance of accuracy in working, and to the necessity of securing a sound understanding of the most elementary principles.

With regard to details, the most instructive case was the answering of Question 4, a simple equation of the form, the difference of two fractions equal to the difference of two fractions. Three methods of solution were adopted. Of those who employed the long process of multiplying out in full only about one-third were, after great labour, successful. On the other hand, those who combined the fractions in pairs were in most cases correct. In addition to these ways, a considerable number of the candidates had been shown a method of first simplifying each fraction by dividing the denominator into the numerator. In this case the answering was an object-lesson in the danger of teaching such "dodges" when the pupils are not well trained in principles. There was an astonishing percentage of failures, though the right answer was arrived at through compensating blunders.

There was a marked improvement in the answering of the definition in Question 3—"Define the highest common factor."

JUNIOR GRADE.—GIRLS.

Report of HENRY C. McWEENEY, M.A.

The answering in this subject was poor. Many of the candidates failed at a question in division owing to neglecting to arrange the terms according to powers of a letter. Ridiculous mistakes were made in the reduction of fractions, terms being struck out above and below which were not factors all along. Thus the fraction $\frac{bc(b-c) + ca(c-a) + ab(a-b)}{abc(b-c)(c-a)(a-b)}$

was frequently reduced to $\frac{bc + ca + ab}{abc}$ and sometimes the process was carried still further and the value given as $b + c + a$. It appeared as if the candidates had not been sufficiently practised in problems. The large majority were unable to express correctly in symbols the statements in a simple problem (No. 6). Many passed this question by altogether, and proceeded to difficult questions on fractions, which, involved, owing to the method employed, long and tedious multiplications, and whose results could not, as in the case of a problem, be easily and satisfactorily verified

PREPARATORY GRADE.—BOYS.

Report of E. HUGHES DOWLING, B.A., and HENRY C. McWEENEY, M.A.

The answering in this subject, while on the whole satisfactory, left a good deal to be desired in some important respects. More attention should have been paid, in questions on the elementary rules, to the arrangement of the terms in proper order. Many of the candidates absolutely disregarded the general principles which are so essential for neatness and precision, that like terms should be placed under like terms, and that in division the work should proceed according to powers of some one letter. The result was that numerous mistakes were made which were due simply to the bad form adopted, and even when mistakes did not occur the work was slovenly and difficult to follow. Only four candidates obtained credit for the proof of the principle that the value of a fraction is unchanged when its numerator and denominator are divided by the same quantity. This apparently arose from the fact that the candidates were not acquainted with this style of question, and consequently did not know how to set about doing it. It seems a mistake in the teaching of Algebra to neglect the proof of the validity of the fundamental operations, and to be satisfied if the pupil can carry out accurately rules which he takes on trust and is not able to justify. The question on the simplification of the sum of three symmetrical fractions was frequently badly attempted, many of the candidates adopting an unsymmetrical method, which is so unsuggestive and gives such little help towards correcting mistakes that we wonder that any teacher allows his pupil to use it. As regards the method of presenting the work of the questions, there is still much room for improvement. The rough work should be kept apart and the essential steps shown clearly by themselves. The answering of some of the candidates was very creditable, and showed careful preparation.

PREPARATORY GRADE.—GIRLS.

Report of JOHN R. LEEBODY, M.A., D.Sc.

The result of the examination was, on the whole, satisfactory. Sixty per cent. of these examined secured a Pass, and one-third of these reached the Honour standard. From a general consideration of the answering I infer that there has been, within recent years, a decided improvement in the teaching of Algebra in our girls' schools.

ARITHMETIC.

MIDDLE GRADE.—BOYS OF THE PRESCRIBED AGE.

Report of S. FITZPATRICK.

I am pleased to be able to report very favourably of the Arithmetical Papers returned by the boys of the Middle Grade.

For some years it has been almost impossible to secure Honours in this subject unless as a result of thorough teaching; the paper set this year was fully up to the average in difficulty, yet several boys scored the full 500 marks and many approached that number. Their answering was clear and sound, and must have been rapid to enable them to get through fourteen sums in three hours.

Pass marks were obtained by 50 per cent. of the candidates; Honor marks by 33 per cent., and 17 per cent. failed.

The failures would have been still less if pupils were advised to show the examiners the *attempts* which they make. They work correctly some part of a question, putting it in some obscure corner, instead of having it as prominent as a sum which is fully worked out. Every examiner is prepared to give credit for evidence of knowledge of the subject even though the answer has not been reached.

Many marks were lost through following what has become a too frequent practice in solving problems of Arithmetic. The pupils start as in Algebra, but instead of saying, let $x =$ the number, or the rate per cent., &c., they say suppose 30 is the required number, or 4 the rate per cent. Now some questions can be worked in this way, but there are very many impossible by such plan; it is therefore necessary for boys to be warned against the too ready use of a vicious and a weak method.

MIDDLE GRADE.—BOYS—OVER-AGE.

Report of W. A. HOUSTON, M.A.

The work done by these candidates was certainly not of a very high-class order, and none of them did brilliantly. The over-age candidates, indeed, seem as a rule to be inferior to the ordinary candidates. As I understand that the work sent in by the boys under age has been very satisfactory indeed, the poorness of the work sent in by these candidates cannot be attributed to any possible stiffness of the paper.

Question 9, one of a very easy description, was attempted by many of the candidates, but correctly solved by only a very limited number. Many of the answers given to this and other questions were obviously wrong. Most of the candidates never seem, however, to think for one moment that arithmetical problems ought to be looked on from a commonsense standpoint, and I do not think that this point of view is sufficiently forced upon them when learning the subject. A considerable number, for example, gave several thousands of pounds as the answer to Question 2. Answers of this type, and they were by no means rare, are apt to leave an unfavourable impression on the mind of an examiner.

On the whole then, while a few of the candidates did fairly well, the work of the majority was below the average.

MIDDLE GRADE.—GIRLS OF THE PRESCRIBED AGE.

Report of W. A. HOUSTON, M.A.

The work done on this paper was very far from satisfactory. Very few of the candidates showed any real grasp of the subject, while a great many exhibited almost entire ignorance of it. In the marking leniency was carried to the utmost extreme, but in spite of that the number of failures was very large.

The subject of Stocks, Shares, and Interest seems to be altogether out of the range of the majority of the candidates. The harder questions in this region were touched by only one or two girls.

Even the easier questions might have been much better done. Question 5, a perfectly straightforward question on proportion, was solved by remarkably few.

Of the harder questions, 12* seemed to be the favourite, and it was nicely solved by a fair number of the candidates.

The answers to Question 3† showed, for the most part, how very small was the arithmetical power of the candidates.

Only one candidate got over 400 marks, so that on the whole, with one or two exceptions, the work was not up to the standard expected, and it compared unfavourably with that sent in last year.

MIDDLE GRADE.—GIRLS—OVER-AGE.

Report of W. A. HOUSTON, M.A.

The work done by these candidates was little, if any, better than that of the other girls.

The teaching of this subject in the girls' schools would seem to be of a very unsatisfactory nature.

There were plenty of easy questions on the paper, and it ought to have been a matter of no great difficulty to obtain Pass marks, but the proportion of failures was exceptionally high.

* 12. Simplify $\cdot 714285 \times \sqrt[3]{\cdot 004} \times \sqrt{\frac{16^2 + (2 \cdot 25)^2}{105 \cdot 0625 - 22 \cdot 5}}$

† 8. By means of a false pair of scales, a trader, in buying goods, pays 10 per cent. less than the price agreed on, and in selling those goods afterwards he gives the purchaser 10 per cent. less than the quantity paid for. Supposing he sells at the same nominal price as that at which he bought, what percentage does he gain on the two transactions?

As compared with last year, when I examined all the Middle Grade girls in Arithmetic, the papers this year left a much more unsatisfactory impression on my mind. The same remarks apply here as in the report on the girls of the prescribed age.

JUNIOR GRADE.—BOYS.

Report of Rev. JAMES DOWD, B.A., and GEORGE R. O'CONNOR.

Answering, on the whole, was very satisfactory. High Honour marks were scored in very many cases, but the number who obtained maximum marks was not as large as it was last year. Neatness and accuracy of work were apparent. The methods employed in working out solutions were not always the best. Tedious processes occupied a good deal of time that might have been spared for other questions. The cube root question was very generally solved correctly, and the advanced questions, requiring the exercise of intelligent thinking, were often very creditably treated.

JUNIOR GRADE.—GIRLS OF THE PRESCRIBED AGE.

Report of S. FITZPATRICK.

A steady and satisfactory progress is very evident in the papers of this year submitted by girls of the Junior Grade. Fully 25 per cent. answered in a manner that would do credit to any boys of the same age. They showed, in addition to a mere knowledge of rules, a very complete mastery of the little intricacies that so often bewilder the ill-prepared student in problem working. Another very pleasing matter in connection with those papers is the character of the penmanship. Most of them show a training in bold, attractive figures and form of calculation. The schools that prepared such pupils deserve more than an ordinary fee. Hand and eye and mind are trained judiciously, and there is no line of life that will not find a large assistance from the acquisition.

There were only 20 per cent. of failures, due to the fact that the paper contained many questions of the plain, everyday book form, and through those a large percentage of passes was secured. Very few of this class will turn up again in a higher grade of arithmetical examination. The subject has not been made interesting, and they must feel weary of the drudgery which the learning is forced into. Yet, even those ill-prepared students have learned some skill as useful practical calculators, and the Arithmetic of home will not worry them.

JUNIOR GRADE.—GIRLS—OVER-AGE.

Report of Rev. JAMES DOWD, B.A.

The general standard of the answering of the Junior Grade girls over-age, was satisfactory, and it appears to me that the girls have made very considerable advance in Arithmetic from what was my recollection of half-a-dozen years ago. A very respectable percentage of students produced good answering, and the general working was marked by intelligence. It was surprising how very few, however, solved Question No. 2, or even attempted it; though it might be considered one of the easiest on the paper.

PREPARATORY GRADE.—BOYS.

Report of W. A. HOLSTON, M.A.

The work done by the candidates on this paper was, on the whole, very satisfactory; a large percentage obtained high marks, and a few got full marks, while comparatively few showed absolute lack of knowledge of the subject.

The main fault, which appeared in the papers of the majority, was that their work seemed to be done too much by rule, and did not always show a proper appreciation of the principles involved. Most of them, too, seem never to think of applying their common sense to the answers obtained, or it is hardly likely that they would give something like £5,000 as the cost of carpeting a small room.

As to Question 3, the most of those who did it actually went to the trouble of doing exactly the same piece of multiplication four separate times, once for each of the years involved. Here, too, came some of the absolutely silly answers. One boy gave something like three seconds in each of the five years involved.

Question 9 was attempted by very few, and only one candidate gave a really sharp and clever answer.

The weakest point was the treatment of decimals, and there were far too many mistakes in such easy questions as 8 and 13. A little more attention should certainly be given to this part of the course.

Question 12 was done in quite a novel manner by a good many candidates, who simply added the various fractions and 588 together, and gave the result as their answer.

In spite, however, of these and other faults, the papers exhibited a fair knowledge of the subject

PREPARATORY GRADE.—GIRLS.

Report of GEORGE R. O'CONNOR.

I have examined the answers of the 373 girls who were examined in this Grade, and, all things considered, I have to report very favourably, indeed, on the results. It is to be regretted that so large a proportion of the candidates (*viz.*, about one-fourth), failed to reach the "passing" standard. However, amongst students of so comparatively tender an age, this is not, perhaps, a matter of much surprise. Of the remaining three-fourths who "passed," a very considerable proportion obtained high "Honour" marks, and this leads me to speak of the *quality* of the answering. Generally speaking, the *methods* of solution adopted by the candidates were of the most approved and modern form; but it must be noticed that the students do not appear to have been sufficiently trained to a familiarity with the common forms of circulating decimals; for instance, those produced by the fractional denominators "seven" and "thirteen," and, as a consequence, page after page of an answer book is devoted to the solution of a question which could otherwise have been disposed of very simply, and very briefly. Again, the terms "common measure," and "greatest common measure," do not appear to be distinctly understood, and candidates go through the "form" of finding the "G. C. M." without appearing to know exactly what the

meaning of it all is. Having said so much, I am very pleased to have to add that questions requiring the exercise of intelligent thinking were, generally speaking, treated with intelligence on the part of the candidates. In conclusion, I have only to say that I was strongly impressed by the neatness of style, cleanness of work, and accuracy of calculation exhibited by the candidates generally.

BOOK-KEEPING.

MIDDLE GRADE.—BOYS AND GIRLS.

Report of FREDERICK A. WHITTON.

Out of 221 boys examined, slightly under one-tenth failed: the proportion of Honour marks obtained was high—over 62 per cent.

The girls' papers numbered 40; here exactly one tenth failed, and 65 per cent. obtained Honours.

The candidates exhibited, very generally, knowledge of the proper methods of journalising, and of posting and balancing the ledger; but in the question dealing with the cash-book, intended to test their practical acquaintance with other branches of the subject, the result was not so satisfactory. More than half the number of those who attempted the question failed to obtain any marks, and only a small proportion answered it entirely correctly.

The execution of the work, if not of the very highest class, was decidedly good on the whole; very few students were conspicuous for bad or illegible writing of figures.

JUNIOR GRADE.—BOYS AND GIRLS.

Report of FREDERICK A. WHITTON.

Amongst the boys, the failures on this occasion are slightly over the average in number, while as regards the girls, a larger percentage passed than in the case of the boys.

In both cases, a much smaller proportion than usual succeeded in obtaining Honour marks. I attribute this mainly to want of proper attention on the part of the candidates to those portions of the questions requiring exercise of thought. Students appear to overlook the fact that such queries are intended to test their practical acquaintance with the subject, and they seem to think that they can be "rushed" in the same way as exercises of the simplest character.

The best papers evinced excellent and workmanlike knowledge, and the execution of the work was, on the whole, very good, in some instances a very high standard being attained. Bad writing and illegible figures to some extent prevailed among the failures; and, also, the curious practice of presenting the ledger entries without dates was noticeable in a number of cases.

NATURAL PHILOSOPHY.

JUNIOR, MIDDLE, AND SENIOR GRADES.—BOYS AND GIRLS.

Report of J. J. DOHERTY, LL.D.

In all the grades a number of candidates presented themselves who were wholly unprepared in the subjects of the programmes. Leaving these out of account, I was much pleased with the work sent up by the students, some of which reached a high degree of excellence.

In each of the examination papers questions were given with the special object of testing the students' acquaintance with the ordinary experimental work. The answers given to these were, on the whole, the least satisfactory. The experiments that the candidates were assumed to be familiar with were all of a simple nature, and such as would be performed in any intelligent study of the subjects. In the Junior and Middle Grades most of the students were evidently not familiar with the experimental arrangements for determining the relations between space, time, velocity, and acceleration. In the Senior Grade, in dealing with Question 4, few of the candidates realised that the iron bar would become a magnet under the earth's influence. The questions based upon well-known experiments—such as the effects produced by a current of electricity in passing through a metallic chain, the influence exerted on a gold leaf electroscope by a rubbed rod of glass, the appearances presented by the spectra of various lights, &c.—were, as a rule, only imperfectly answered.

I am happy, however, to be able to say that many of the candidates showed a very intimate acquaintance with experimental work. Their knowledge was evidently derived from what they had seen done, or what they had done for themselves.

CHEMISTRY.

JUNIOR, MIDDLE, AND SENIOR GRADES.—BOYS AND GIRLS.

Report of EMIL A. WERNER, F.L.C., F.C.S.

The answering was, on the whole, satisfactory, though there was no evident improvement on the previous year.

While questions bearing on chemical theory were, as a rule, intelligently answered by most candidates, this was not the case with questions requiring the students to give their own observations of experiments they had seen.

It is evident that many of the students have little or no opportunity of seeing any experiments performed, which is the chief weakness noticed in the teaching, which otherwise gives plenty of evidence of being carefully and conscientiously done.

These remarks apply to the teaching in all three grades.

Many of the candidates failed in their chemical calculations through a want of knowledge of the elements of the metric system.

In the Junior and Middle Grades the answering of the girls was quite equal to that of the boys.

BOTANY.

JUNIOR, MIDDLE, AND SENIOR GRADES.—GIRLS ONLY

Report of R. J. ANDERSON, M.A., M.D.

The average answering in the Junior Grade varies from 17·2, out of 30 total, for Question 9 on an *Order*, to 1·1 in Question 6, in which a description of a common plant is sought. All the remaining averages are above the Pass minimum. Three exceed, or are nearly equal to, the Honour minimum, whilst the answers to 3 and 4 have almost attained an Honour minimum (several students have attained to a good state of proficiency and 30, 27, 25, and 20 are frequently recorded). The highest average, 17·2, is on an *Order*. The averages for No. 1, No. 2, and No. 8 are a good deal above Pass—12·8, 12·03, and 15·08. These are questions on Morphology.

The average answering for the questions in the Middle Grade varies from 22·2 out of 38 for No. 8—a question on a plant—to 3·2 in a question on Morphology (No. 7, marks 22). No. 4, on Structural Botany, has secured an average of 18·3 out of 38. Nos. 2 and 5 are nearly on the Honour line. These questions are on Morphology. No 3, Structural, gained 12·2 out of 38. No. 9, Descriptive, secured an average of 17 out of 38. No. 10, on Microscopy, yielded 4·6 out of 38.

The average in the Senior Grade varies from 33 out of 36, for a Structural question, to 3·5 out of 24 for a Structural, and 4 out of 24 for an *Order*. The question on Physiology secured 20 out of 36. Three questions on *Orders* gained $\frac{15}{36}$, $\frac{14}{36}$, and $\frac{12}{36}$ respectively. One Structural question gives 20 out of 36, and another 10 out of 24.

DRAWING.

OBJECT DRAWING.

SENIOR GRADE.—BOYS AND GIRLS.

Report of GEORGE M. ATKINSON.

These exercises show a decided advance since I last examined in this subject, and I am pleased to find I was able to award full marks to several of the candidates, their Perspective, rendering of Light and Shade, and execution being good.

A few neglected to draw in and finish the board, and when using the stump for shading used it in a slovenly manner.

The girls, collectively, have done rather better than the boys, showing more attention to the subject.

PERSPECTIVE AND PROJECTION OF SHADOWS, &c.

SENIOR GRADE.—BOYS AND GIRLS.

Report of P. J. PRENDERGAST, A.M.I.C.E.

I am pleased to report the answering in these subjects on the whole very satisfactory, and showed the candidates were well prepared. The answering of the girls was somewhat more favourable than that of the boys.

A large proportion did not attempt the questions in Shadows,

FREEHAND.

MIDDLE GRADE.—BOYS.

Report of A. W. FENTON LANGMAN.

Although there is a large number of good average drawings, still very few are worthy of high marks.

The relative proportions of the two principal widths in the copy have not been correctly estimated in many drawings.

The principles of growth and grouping of details have been neglected. The final line in many drawings is hard and lacking in flow.

MIDDLE GRADE.—GIRLS.

Report of GEORGE M. ATKINSON.

There are not many perfect exercises ; several are very fair, and show the result of their preparatory training. The greatest fault, perhaps, is in not seeing the continuity of the curved lines of the example. Proportion is more important than line. Girls are not, as a rule, as systematic as boys, and in this grade a higher quality of work might have been expected.

PRACTICAL GEOMETRY.

MIDDLE GRADE.—BOYS.

Report of THOMAS SCULLY, B.A., B.E.

In the majority of cases it has been pure waste of time on the part of the students when preparing for examination in this section, as unusual ignorance of the subject prevailed to an extraordinary extent.

I am inclined to attribute this state of things to defective teaching ; Descriptive Geometry, for instance, can hardly be learned from books alone, but requires skilful demonstration with the aid of models.

Rarely have the students shown any sound conception of the principles of Geometric projection, and more rarely still have they been able to fully handle the simple questions set.

The result of the examination, as a whole, in this paper, has been a complete failure.

MIDDLE GRADE.—GIRLS.

Report of THOMAS SCULLY, B.A., B.E.

The answering of the girls in this section shows no improvement on that of the boys in same section, but rather the contrary ; and my remarks on the boys' answering will apply equally to that of the girls.

Report of the Intermediate

FREEHAND.

JUNIOR GRADE.—BOYS.

Report of A. W. FENTON LANGMAN.

The careful drawing of the main curve seems to have been neglected in a number of cases; in others there is a lack of growth. The final forms are drawn with a thin, stiff, scratchy line, spoiling the proper flow necessary to good freehand. There is, however, a large number of very creditable drawings.

JUNIOR GRADE.—GIRLS.

Report of THOMAS SCULLY, B.A., B.E.

The example set was by no means easy, and was very well handled as a whole; and considering the age of the students in this class, some of the studies executed were very creditable.

PRACTICAL GEOMETRY.

JUNIOR GRADE.—BOYS.

Report of P. J. PRENDERGAST, A.M.I.C.E.

The answering of the Junior Grade boys all round I consider most satisfactory, and shows a very decided improvement on former years. Some candidates failed to obtain marks as they did not clearly show the working of the questions, and a good many made no attempt to answer those in Solid Geometry.

JUNIOR GRADE.—GIRLS.

Report of THOMAS SCULLY, B.A., B.E.

This subject, I am afraid, seems to be uncongenial to the students, and the average standard of efficiency is poor. In such a large number, however, there were of course some good papers, though the questions on Solid Geometry seem to be entirely beyond their capabilities.

In very few instances in the latter section were the questions satisfactorily done, and in the greater number of cases they were not attempted.

It would be only fair to the students if the teachers impressed on them that written descriptions of the constructive process are quite unnecessary, as not a few cases have occurred wherein much time must have been lost from this cause.

FREEHAND.

PREPARATORY GRADE.—BOYS AND GIRLS.

Report of GEORGE M. ATKINSON.

There is not much change to report on here. The exercises are fully up to the average, the principal fault being, as usual, a want of attention to the different proportions of the example—which was of a rather different character and which will I hope be of advantage to the candidates in the Model and Perspective of future grades examinations.

The greater portion showed evidence of correct teaching, both hand and eye, and the failures in most cases are due to carelessness rather than the want of perception, as a balance of parts was evident, even when the exercise was out of proportion.

The same remarks apply to the girls; but the boys' average is higher than the girls in the Preparatory Grade exercises.

MUSIC.

JUNIOR, MIDDLE, AND SENIOR GRADES.—GIRLS ONLY.

Report of ANNIE W. PATTERSON, MUS.D., B.A.

General Remarks

The answering in all three Grades was satisfactory, taking the ages of candidates into consideration; and there were comparatively few papers that betrayed hasty or indifferent preparatory study. I thoroughly agree with my predecessor, Mr. Joseph Seymour, Mus. Bac., in his report of last year, wherein he states that "there is much to be desired in the direction of legible music writing." Teachers of Theory and Harmony of Music should pay more attention to this point, than, judging from an examination of over 1,000 candidates' Musical MSS., they have done hitherto. The "Grammar" of the Musical Language—that which teaches the student to read and write music correctly—is a most important department of the young musician's course of study. It is like "putting the cart before the horse" to instruct pupils in the arts of Harmony and Counterpoint before those thus instructed have a fair facility in writing musical signs and symbols. As well might an illiterate person, unable to write and spell, be expected to pen a satisfactory essay or poem. All young people, commencing the theoretical study of the science of music, should go through a preliminary course of "music copying," which should include the formation of clefs, notes, and rests, the correct placing of note stems and tails, and all the other details of musical penmanship which go to make a legible and intelligible manuscript score.

JUNIOR GRADE.

Question 1, the harmonization of a piece of given figured bass, was intended not only as a test of theoretical and harmonic knowledge (as required by the Junior Grade course), but also as an indication of the "musical aptitude" of the candidate. The results of the answering

of this question were, for the most part, disappointing. Very few exercises showed a clear understanding, or "grasp," of vocal writing in four parts; still fewer were absolutely correct harmonically; and *none* were perfectly free from "Notation" errors of some description. These are points to which I would earnestly draw the attention of teachers of music in Intermediate Schools.

Question 5, requiring a definition of "Syncopation," and the marking of its occurrence in a given excerpt, was productive of curious results. Almost every paper—even some of the worst specimens—gave a parrot-like quotation from Cummings' "Rudiments of Music," descriptive of the term, but not more than half a dozen candidates appeared to have sufficiently digested the meaning of the "disturbance of rhythm" to be able to comment upon its effect, and upon one paper alone (out of 700 odd) were the syncopated effects intelligently and accurately marked.

The theoretical questions proper were, for the most part, correctly answered, and there was very little indication throughout the papers, of "guess" work. Had it not been for the prevailing blemish of faulty Notation referred to above, a much higher standard of marks would have been obtained. The musical knowledge generally displayed, considering the youth of the candidates, was, however, full of promise.

MIDDLE GRADE.

The answering on the Middle Grade paper was most satisfactory, very few candidates having failed to merit a pass, and many displaying in their work, musical intelligence and ability of a gratifying kind. The transposition exercise was almost invariably worked out correctly, and some of the replies to the historical questions showed comprehensive and careful reading, displaying, at times, occasional glimpses of originality in the exhibition of a budding faculty of independent criticism. It was, however, amusing to find that Wagner obtained most votes as one of "the great composers of *piano-forte* music who flourished in the first part of the nineteenth century." Nor was it unusual to hear, as one young historian expressed it, that Wagner's Overture to Tannhauser is "one of the most beautiful pieces that have ever been written for the piano." As a remarkable proof of how strongly certain incidents appeal to youthful readers, it may be mentioned that few of the papers failed, in commenting upon the life of J. S. Bach, to record his "moonlight copying" of precious musical manuscripts when a child, and several and varied were the comments of candidates upon the action of the young musician's "cruel elder brother" in consequence.

SENIOR GRADE.

The papers in this grade, although somewhat unsatisfactory in the matter of Notation, were commendable for the general acquaintance with the prescribed course that was displayed; and the contrapuntal exercise was, in many cases, so well worked out, as to be deserving of the maximum of marks attached to it.

Taken all round, the musical aptitude exhibited (or which might reasonably be inferred from the answering in all three grades) was of a most commendable nature, and such as to encourage the Intermediate Board to give a worthy place to Music in their curriculum.

SHORTHAND.

JUNIOR, MIDDLE, AND SENIOR GRADES.—BOYS AND GIRLS.

Report of GEO. WM. BUNBURY and M. T. O'MALLEY.

We have the honour to submit our report on the answering of the candidates in the subject of Shorthand as follows:—

Junior.—Generally speaking, the answering in this Grade showed a better knowledge of the subject on the part of the students than was evidenced last year; but there were certain errors of very frequent occurrence to which we wish to draw the particular attention of teachers. They may be enumerated as follows:—

Violation of the halving principle, notably the shading of thin straight strokes in words of one syllable to add D.

Using the circle S for N, and *vice versa*.

Using V hook for N hook, and *vice versa*.

The hook R used initially for stroke R.

A number of candidates worked the A paper (longhand into shorthand) in a very creditable manner indeed; but there were others whose answering was far from satisfactory, and showed, in several instances, complete ignorance of the fundamental principles of the system.

The B paper (shorthand into longhand) in this Grade was, in the majority of cases, very well done, but a sheer want of common sense was displayed by not a few of the candidates. For instance, many of them translated "the skylark's song" as "the skylark's sun"; "the white clouds over our heads" as "the white crowds over our heads," &c. Such mistakes as these could to a great extent be guarded against if teachers would, during the course of their pupils' shorthand reading practice, take the trouble of pointing out to them the necessity of understanding what they read. Shorthand students should be taught to exercise their intelligence, and pay proper attention to the meaning of words and the sequence of ideas.

Middle.—The answering in this Grade was quite up to the standard of last year, many of the candidates having shown a thorough mastery of the phonographic principles. In examining the shorthand translations of the A paper, however, we noticed that in some instances many of the useful and time-saving devices so fully explained in the text books seemed not to have been mastered. Chief among these devices may be mentioned the "double length," and "halving" principles. A large number of the candidates also seemed to have thought that the extensive cultivation of phrasing would enable them to obtain high marks in the examination, and some extraordinary examples of unnecessary and erroneous joinings came under our notice. Phrasing, to be of any utility in shorthand writing, must be judicious, and students in the elementary stages of their progress should be warned not to indulge too freely in it. In this Grade, too, some of the pupils appeared to be confused with regard to the application of the rules relating to the final hooks and the vocalization of the "pr" and "pl" series of consonants.

The B paper was, in the majority of instances, translated with a fair amount of intelligence, there being a noticeable decrease, though not an entire disappearance, of that tendency, so apparent in the Junior Grade of producing the longhand transcript without any regard being paid to the sense or meaning of the context. Several students translated all the paper, and their work was deserving of great credit.

Senior.—The answering of the Seniors was decidedly more satisfactory than last year, and the candidates, with a few exceptions, seemed to have been better prepared for the examination.

The B paper in some cases was not nearly so well done as the A paper. One candidate who would have earned high marks for the A paper did none of the B paper. This was no doubt an exceptional case; but as we pointed out before, the difficulty which candidates experience in producing an intelligent transcript of the B papers would appear to be attributable to a want of shorthand reading practice, and we would again draw the attention of teachers to the necessity of insisting upon their pupils reading lithographed shorthand, which is a most important matter in the study of Phonography.

On the whole, we have much pleasure in bearing testimony to the fact that the answering this year has shown a marked improvement in all grades, and it is quite apparent that Intermediate students are taking a deeper interest in the study of Shorthand.

LIST OF SCHOOLS TO THE MANAGERS OF WHICH RESULTS FEES WERE PAID IN 1900, AND
AMOUNTS OF SUCH FEES.

BOYS.

LEICESTER.

County.	Town.	Name of School.	Amount paid (Estimated before audit).	Amount paid (Actual after audit).	Total Amount paid.
			£ s. d.	£ s. d.	£ s. d.
RUTLAND.	Uppingham.	St. Joseph's Convent School.	0 11 0	41 7 0	41 18 0
	Oakham.	Oakham College.	21 0 0	121 0 0	142 0 0
	Do.	Christian Schools.	0 11 0	40 12 0	40 23 0
	Wetherby.	St. Francis's Convent.	14 10 0	71 0 0	85 10 0
SHERWOOD.	Deila.	Belvedere College (Infants).	17 0 0	100 12 0	117 12 0
	Do.	Convent of Nuns, 41, Lower Leamington-street.	0 0 0	0 0 0	0 0 0
	Do.	Catholic University School (B), Lower Leamington-street.	14 0 0	74 0 0	88 0 0
	Do.	Christian Schools, Lower Leamington-street.	27 10 0	140 4 0	167 14 0
	Do.	do., Market.	20 0 0	204 9 0	224 9 0
	Do.	do., North Leamington-street.	10 0 0	120 12 0	130 12 0
	Do.	do., North Leamington-street.	140 14 0	1,470 10 0	1,610 14 0
	Do.	do., Spence-street.	21 1 0	100 11 0	121 12 0
	Do.	do., Woodhouse-street.	42 12 0	100 0 0	142 12 0
	Do.	Doosan, Leamington and Commercial School.	10 10 0	100 10 0	110 10 0
	Do.	Doosan, Leamington and Commercial School.	10 10 0	100 10 0	110 10 0
Grand Total.			440 10 0	4,700 0 0	5,140 10 0

BOYS

Gender	Term	Name of School	Amount paid (General Bursarship)	Amount paid (Local Tuition allowance)	Total Amount paid
			£ s d	£ s d	£ s d
DEATH—continued.		Brought forward.	602 10 0	6,255 0 0	6,757 10 0
	Deaths.	St. John's School, St. Vincent-street.	107 7 0	114 15 0	221 12 0
	Do.	King's Hospital, Greenwich.	22 17 0	164 4 0	186 1 0
	Do.	Masses Orphan Boys' School.	80 4 0	126 10 0	206 14 0
	Do.	Merchant Tailors' School.	2 0 0	24 0 0	26 0 0
	Do.	Minister School.	54 10 0	165 0 0	219 10 0
	Do.	Richmond School.	0 4 0	30 10 0	30 14 0
	Do.	St. Mary's and St. Elizabeth's.	27 0 0	72 1 10	99 1 10
	Do.	St. Andrew's College.	88 10 0	125 10 0	213 20 0
	Do.	St. Mary's College, Brompton.	24 11 0	205 0 0	229 11 0
	Do.	Wesley College.	52 14 0	127 0 0	179 14 0
	Blackheath.	Blackheath College.	208 0 0	1,200 10 0	1,408 10 0
	Do.	Anna School.	0 17 0	47 15 0	47 12 0
	Carleton.	Morgan's School.	0 11 4	20 0 0	20 11 4
	Do.	St. Thomas's College.	80 10 0	100 10 0	180 20 0
	Charlton.	St. Anne's Convent.	12 0 0	27 0 0	39 0 0
	Chislehurst.	St. Mary's College.	18 0 0	27 7 0	45 7 0
	Claremont.	St. Thomas's Convent.	70 0 0	180 0 0	250 0 0
	Clapham.	Clapham School.	20 4 0	114 7 0	134 11 0
		Carried forward.	1,200 10 4	6,241 0 0	7,441 10 4

List of Systems to the Managers of which Bonds Paid were Paid in 1900, and Amounts of such Paid—continued.

1019

County.	Town.	Name of School.	Amount Paid Original Indorsement.			Amount paid (Loan) Through Indorsement.			Total Amount paid.		
			\$	¢	1/2	\$	¢	1/2	\$	¢	1/2
		Brought forward,	1,360	34	0	1,360	34	0	1,360	34	0
DECATUR—continued.	Engineers.	Grammar School.	0	0	0	20	00	0	20	0	0
	Do.	St. George's College.	0	3	0	20	00	0	20	3	0
	Roberts.	Roberts Hall.	0	0	0	20	0	0	20	0	0
	Thomson.	Cambridge College.	—	—	—	20	00	0	20	00	0
ESSEX.	Liby.	Christian School.	12	0	0	20	00	0	32	00	0
	Macintoshes.	Christian School.	0	0	0	20	00	0	20	0	0
	Rea.	do.	0	7	0	20	00	0	20	07	0
	Northside.	St. Patrick's.	0	0	0	20	0	0	20	0	0
	Do.	St. Thomas' College.	20	00	0	20	00	0	40	0	0
	Salmon.	Georgetown Wood College (M.A.).	200	00	0	1,000	0	0	1,200	0	0
	Salmon.	Christian School.	15	00	0	20	0	0	35	00	0
ILLINOIS.	Elmhurst.	do.	0	0	0	20	0	0	20	0	0
	Do.	Elmhurst College.	00	00	0	20	0	0	20	00	0
	Do.	St. Elmo's College.	00	00	0	200	00	0	200	00	0
	Do.	Proctor College.	00	0	0	200	0	0	200	0	0
	Do.	Proctor College.	0	0	0	20	0	0	20	0	0
KANE'S COUNTY.	Thomson.	Thomson School.	0	0	0	20	00	0	20	00	0
	Do.	Franklin School.	12	0	0	20	00	0	32	00	0
	Thomson.	Intermediate School.	0	0	0	15	0	0	15	0	0
LANCASHIRE.	Lancaster.	Intermediate School.	4	7	0	20	7	0	24	07	0
	Do.	St. John's College.	20	0	0	20	00	0	40	0	0
	Do.	Christian School.	12	00	0	20	0	0	32	00	0
		Carrried forward.	1,360	34	0	1,360	34	0	1,360	34	0

Philosophy Board for Productivity

List of Schools to the Managers of which Rentin Fees were Paid in 1860, and Amounts of such Fees—continued.
BOYS.

			1861.								
County.	Town.	Name of School.	Amount paid (1860) (Estimated).			Amount paid (1859) (Actual).			Total Amount paid.		
			£	s	d	£	s	d	£	s	d
		Brought forward.	1,128	1	4	1,128	1	4	1,128	1	4
DOVERSHIRE, &c.	Droghda.	Grammar School.	7	0	0	31	11	0	38	0	0
	Droghda.	Christian Schools.	41	1	0	299	0	0	340	11	0
	Do.	Educational Institution.	24	10	0	127	10	0	151	10	0
	Do.	St. Mary's College.	27	11	0	200	11	0	227	0	0
MEATH.	Kells.	Christian Schools.	25	0	0	123	4	0	148	0	0
	Nearby.	St. Patrick's Seminary.	11	7	0	175	10	0	186	17	0
QUEEN'S-COUNTY.	Abbeyleix.	Protestant School.	0	10	0	31	2	0	31	0	0
	Maynooth.	Christian Schools.	24	11	0	100	10	0	124	10	0
	Monasterevin.	The Monastery.	2	0	0	0	1	0	2	0	0
	Portlough.	Christian Schools.	1	10	0	21	10	0	22	0	0
	Do.	Immaculate Conception's College & School.	12	0	0	140	10	0	152	10	0
WATKINS.	Killegney.	Christian Schools.	10	1	0	102	1	0	112	0	0
WEXFORD.	St. Mary's.	Christian Schools.	27	11	0	125	7	0	152	18	0
	Gorey.	Do.	1	0	0	24	11	0	25	0	0
	New Ross.	Do.	18	10	0	100	0	0	118	0	0
	Do.	Good Counsel College.	1	0	0	0	0	0	1	0	0
	Do.	John Treacy School.	0	7	0	17	17	0	17	0	0
	Wexford.	Christian Schools.	14	7	0	222	17	0	236	0	0
	Do.	St. Peter's College.	25	10	0	145	10	0	170	0	0
	Do.	Tide School.	12	7	0	12	0	0	24	7	0
WILTSHIRE.	Wiltshire.	The Academy.	0	10	0	12	1	0	12	10	0
Total.			1,241	10	4	1,241	0	0	1,241	0	0

List of Schools to the Managers of which Bursary Fees were Paid in 1890, and Amounts of such Fees—continued.

BOYS.
CLERICAL

County.	Town.	Name of School.	Amount paid (Bursary Fees—only).	Amount paid (School Fees—only).	Total Amount paid.
Antrim.			£ s. d.	£ s. d.	£ s. d.
	Armagh.	Ladies' Intermediate School.	0 12 0	3 0 0	3 12 0
	Ballymena.	Collegiate and Intermediate School.	7 0 0	77 10 0	84 10 0
	Do.	Queen's Academy.	0 10 0	10 0 0	10 0 0
	Do.	Queen's School, High-street.	10 0 0	100 10 0	110 10 0
	Do.	Intermediate and Q. S. School.	0 7 0	1 0 0	1 7 0
	Ballymena.	Intermediate School.	0 10 0	10 10 0	11 10 0
	Belfast.	Queen's College.	65 0 0	470 10 0	535 10 0
	Do.	Christian Schools.	10 0 0	100 10 0	110 10 0
	Do.	Intermediate School, Victoria-road.	0 10 0	10 0 0	10 10 0
	Do.	Marshall's College.	10 0 0	100 0 0	110 0 0
	Do.	Windsor College.	10 10 0	112 10 0	122 10 0
	Do.	Royal Academical Institution.	104 0 0	101 0 0	205 0 0
	Do.	Royal Academy.	10 10 0	100 0 0	110 10 0
	Do.	St. Michael's College.	10 10 0	100 10 0	110 10 0
	Do.	Queen's School.	0 1 0	10 10 0	10 11 0
	Do.	Intermediate School.	10 7 0	10 7 0	20 14 0
	Do.	Queen's Protestant School.	1 0 0	10 0 0	11 0 0
		Grand Total.	400 10 0	1,070 10 0	1,470 10 0

BOYS.

Gender.	Town.	Name of School.	Amount paid (Original Trustees' Accounts).	Amount paid (Amalgamated Trustees' Accounts).	Total Amount paid.
		Brought forward.	£ s. d.	£ s. d.	£ s. d.
ARMAGE.		Catholic Grammar School.	500 10 0	1,000 10 0	1,500 10 0
	Do.	Christian Schools.	0 10 0	10 10 0	20 20 0
	Do.	Royal School.	0 10 0	70 10 0	80 20 0
	Do.	St. Patrick's College.	10 10 0	200 10 0	210 20 0
	Do.	The Academy.	0 10 0	10 10 0	20 20 0
	Do.	The College.	10 10 0	100 0 0	110 0 0
	Do.	St. James's Church.	0 0 0	10 10 0	10 20 0
CARTER.	Do.	St. James's Church.	0 10 0	10 10 0	20 20 0
	Do.	Royal School.	10 10 0	110 10 0	120 20 0
	Do.	St. Patrick's College.	10 10 0	110 10 0	220 20 0
DODD.	Do.	St. James's Church.	10 10 0	110 10 0	220 20 0
	Do.	St. James's Church.	0 0 0	0 0 0	0 0 0
	Do.	Mrs. Holman's School.	0 10 0	10 10 0	20 20 0
	Do.	Royal School.	10 10 0	10 10 0	20 20 0
DOWNS.	Do.	St. James's Church.	10 10 0	10 10 0	20 20 0
	Do.	St. James's Church.	10 10 0	10 10 0	20 20 0
	Do.	St. James's Church.	10 10 0	10 10 0	20 20 0
	Do.	St. James's Church.	10 10 0	10 10 0	20 20 0
	Do.	St. James's Church.	10 10 0	10 10 0	20 20 0
	Do.	St. James's Church.	10 10 0	10 10 0	20 20 0
	Do.	St. James's Church.	10 10 0	10 10 0	20 20 0
DUNN.	Do.	St. James's Church.	10 10 0	10 10 0	20 20 0
	Do.	St. James's Church.	10 10 0	10 10 0	20 20 0
	Do.	St. James's Church.	10 10 0	10 10 0	20 20 0
	Do.	St. James's Church.	10 10 0	10 10 0	20 20 0
FERGUSON.	Do.	St. James's Church.	10 10 0	10 10 0	20 20 0
	Do.	St. James's Church.	10 10 0	10 10 0	20 20 0
	Do.	St. James's Church.	10 10 0	10 10 0	20 20 0
	Do.	St. James's Church.	10 10 0	10 10 0	20 20 0
		Carried forward.	1,000 10 0	1,000 10 0	2,000 10 0

LIST of SCHOOLS to the Managers of which Results Fees were Paid in 1860, and Amounts of such Fees--continued.
BOYS.

County.	Towns.	Name of School.	Amount paid (Previous to 1850)	Amount paid (Local Taxation Amounts).	Total Amount paid.
			£ s. d.	£ s. d.	£ s. d.
LANCASHIRE.		Wrightborough,	950 18 0	6,112 8 0	7,062 8 0
	Coleman,	Academy Institution,	25 00 0	125 00 0	150 00 0
	Lincolny,	Bootham School,	—	17 0 0	17 0 0
	Levensherry,	Christian Schools,	1 00 0	8 0 0	9 0 0
	Do.,	Wyle's College,	27 22 0	280 20 0	307 42 0
	Do.,	St. Columba's College,	25 25 0	271 7 0	296 52 0
	Highland,	St. Mary's Endowed School,	20 0 0	118 1 0	138 01 0
DUBLIN.	Do.,	St. Patrick's Intermediate School,	8 50 0	27 20 0	35 70 0
	Carrollstown,	Greenacre School,	1 10 0	7 0 0	8 0 0
	Clontarf,	Intermediate School,	4 10 0	10 10 0	14 20 0
	Manly,	Christian Schools,	20 0 0	140 10 0	160 10 0
TOWN.	Do.,	St. Michael's Academy,	60 0 0	344 10 0	404 10 0
	Clontarf,	The Academy,	10 00 0	10 0 0	20 0 0
	Dough,	Latimer School,	1 10 0	11 0 0	12 10 0
	Dungannon,	Royal School,	65 0 0	224 0 0	289 0 0
	Do.,	St. Patrick's Academy,	20 25 0	100 0 0	120 25 0
	May,	Intermediate School,	2 10 0	10 0 0	12 10 0
	Omagh,	Christian Schools,	17 0 0	20 7 0	37 7 0
	Do.,	Latimer School,	1 0 0	10 0 0	11 0 0
TOWNS.	Do.,	The Academy,	4 10 0	22 0 0	26 0 0
		Total,	1,200 18 0	7,230 1 0	8,430 19 0

BOYS.
RUNTER.

County.	Town.	Name of School.	Amount paid (Classical Education only).	Amount paid (Classical & Tutoring & Boarding).	Total Amount paid.
CLARE.	Do.	Christian Schools.	20 0 0	100 0 0	120 0 0
	Do.	St. Francis's College.	20 0 0	120 0 0	140 0 0
	Ballinacorney.	Christian Schools.	15 0 0	75 0 0	90 0 0
	Cliffmore.	Classical School.	—	7 0 0	7 0 0
	Killick.	Private School.	5 0 0	10 0 0	15 0 0
	Kilrush.	Christian Schools.	17 0 0	90 0 0	107 0 0
CORK.	Do.	Grammar School.	5 0 0	10 0 0	15 0 0
	Charleville East.	Grammar School.	1 0 0	5 0 0	6 0 0
	Charleville.	Christian Schools.	15 0 0	100 0 0	115 0 0
	Do.	Do.	250 0 0	1,000 0 0	1,250 0 0
	Do.	Christian Brothers' College.	75 0 0	400 0 0	475 0 0
	Do.	Grammar School.	27 0 0	50 0 0	77 0 0
	Do.	Trinity College, Marlinton.	50 0 0	107 0 0	157 0 0
	Do.	Queen's College, Marlinton.	25 0 0	100 0 0	125 0 0
	Donaghadee.	Christian Schools.	10 0 0	50 0 0	60 0 0
	Do.	Do.	5 0 0	45 0 0	50 0 0
Grand Total.			427 0 0	2,412 0 0	2,839 0 0

Report of the Intermediate

LIST of SCHOOLS to the Managers of which Results Fees were Paid in 1869, and Amounts of such Fees—continued.
BOYS.

County.	Town.	Name of School.	Amount paid (General Endowments).	Amount paid (Local Taxation Account).	Total Amount paid.
			s. d. c.	s. d. c.	s. d. c.
		Brought forward, . . .	587 18 0	541 14 0	1,128 32 0
Gloucestershire.	Forest.	Palmer College, . . .	10 0 0	20 0 0	30 0 0
	Do.	St. Oswald's College, . . .	100 12 0	100 0 0	200 12 0
	Do.	Parish School, . . .	0 0 0	40 0 0	40 0 0
	Malvern.	Parish School, . . .	27 15 0	120 0 0	147 15 0
	Millham.	Charter School, . . .	55 14 0	120 0 0	175 14 0
	Do.	The College, . . .	24 10 0	104 14 0	128 14 0
	Minchley.	Charter School, . . .	0 0 0	50 0 0	50 0 0
	Quorn.	Free Grammar College, . . .	0 0 0	50 0 0	50 0 0
	Stoke Newington.	Free Grammar College, . . .	0 0 0	50 0 0	50 0 0
	Stroud.	St. Francis's College, . . .	0 12 0	14 0 0	14 12 0
	Do.	College School, . . .	—	12 14 0	12 14 0
	Do.	College School, . . .	0 0 0	0 0 0	0 0 0
	Stratford.	College School, . . .	0 0 0	0 0 0	0 0 0
	Do.	Parish School, . . .	0 0 0	27 0 0	27 0 0
	Do.	St. Mary's Intermediate School, . . .	0 12 0	30 0 0	30 12 0
	Do.	University and Intermediate School, . . .	15 0 0	100 0 0	115 0 0
	Stroud.	Charter School, . . .	25 0 0	47 0 0	72 0 0
Gloucester.	Stroud.	Do., . . .	25 0 0	47 0 0	72 0 0
		Carried forward, . . .	587 18 0	541 14 0	1,128 32 0

BOYS.

County.	Towns.	Name of School.	Amount paid (Original Estimate.)			Amount paid (Approved Transference Account.)			Total Amount paid.		
		Brought forward,	£	s	d	£	s	d	£	s	d
LEICESTER—continued.	Ellerby,	St. Benedict's Convent,	20	0	0	20	0	0	40	0	0
	Lutteral,	St. Michael's College,	20	14	0	20	0	0	20	14	0
	Tadon,	Epiphany School,	10	4	0	10	0	0	10	4	0
	Do.,	Infants' Home and Conventual School,	20	10	0	20	0	0	20	10	0
LEICESTER.	Lincolnton,	Christian School,	20	0	0	20	0	0	20	0	0
	Do.,	Convent College (N.F.),	10	10	0	10	10	0	20	20	0
	Do.,	High School, Market-street,	0	4	0	0	0	0	0	4	0
	Do.,	Intermediate School, George-street,	0	10	0	0	10	0	0	10	0
	Do.,	St. St. Alphonsus,	10	10	0	10	0	0	20	20	0
	Do.,	St. Michael's College,	10	10	0	10	0	0	20	20	0
	Do.,	Thomas' Endowed School,	0	0	0	0	0	0	0	0	0
TOWNSHIP.	Gerrish-on-Sale,	Christian School,	10	10	0	10	0	0	20	20	0
	Castel,	Do.,	0	10	0	0	0	0	0	10	0
	Do.,	Endowed College,	20	0	0	1,271	10	0	1,291	10	0
	Charnel,	Christian School, St. Mary's,	0	0	0	0	0	0	0	0	0
	Gerrish forward,		1,271	0	0	1,301	10	0	2,592	0	0

List of Schools to the Managers of which Raffle Fees were Paid in 1860, and Amounts of such Fees—continued.
BOYS.

County.	Towns.	Name of School.	Amount paid (Original Estimate).	Amount paid (Actual Expenditure).	Total Amount paid.
TIPPERARY—continued.		Boys' School, . . .	1,100 0 0	1,100 17 0	2,200 17 0
	Cahir, . . .	Christian Schools, St. Peter and Paul's, . . .	10 10 0	100 14 0	110 24 0
	Do., . . .	Quarantine School, . . .	0 0 0	37 11 0	37 11 0
	Do., . . .	St. John's Convent, . . .	—	7 10 0	7 10 0
	Kesh, . . .	Christian Schools, . . .	20 10 0	225 0 0	245 10 0
	Thurles, . . .	Do., . . .	10 0 0	222 10 0	232 10 0
	Tipperary, . . .	Do., . . .	24 11 0	144 10 0	168 21 0
	Do., . . .	Quarantine School, . . .	0 17 0	64 0 0	64 17 0
	Do., . . .	Christian Schools, . . .	20 0 0	160 10 0	180 10 0
	Warrington, . . .	Christian Schools, . . .	10 0 0	60 0 0	70 0 0
WARRINGTON.	Lancaster, . . .	Christian Schools, . . .	1 10 0	10 10 0	11 10 0
	Do., . . .	The Academy, . . .	7 10 0	10 0 0	17 10 0
	Do., . . .	The College, . . .	—	0 0 0	0 0 0
	Thames, . . .	Christian Schools, . . .	24 0 0	270 10 0	294 10 0
	Waterford, . . .	Christian Schools, . . .	1 10 0	1 10 0	2 20 0
	Do., . . .	St. Mary's College, . . .	0 10 0	20 10 0	21 0 0
	Do., . . .	Warrington College, . . .	40 11 0	224 7 0	264 18 0
		Total, . . .	1,100 17 0	1,400 10 0	2,500 27 0

BOYS.
continued.

County.	Town.	Name of School.	Amount paid (Collected Bursar in 1890).	Amount paid (Total Transferred Amount).	Total Amount paid.
			£ s. d.	£ s. d.	£ s. d.
GUILFORD.	Aldbury.	St. Joseph's College, Boker.	37 11 0	342 14 0	379 5 0
	Salisbury.	Grammar School.	38 20 0	66 10 0	104 10 0
	Do.	St. Leonard's College (Girls).	29 14 0	238 14 0	267 0 0
	Do.	St. Joseph's Seminary.	34 0 0	207 4 0	241 0 0
	West Wilton.	St. Francis Seminary.	1 15 0	74 11 0	75 6 0
	Yarn.	Christian Schools.	29 17 0	127 10 0	156 10 0
	Do.	St. Barbara's College.	42 1 0	205 16 0	247 10 0
LONDON.	Warrington.	Intermediate School.	1 17 0	0 11 0	1 0 0
	Do.	Intermediate and Civil School.	0 4 0	1 10 0	1 0 0
MIDDS.	Bell Busby.	Edgewood College.	29 14 0	48 7 0	77 1 0
	Isleworth.	St. Michael's Seminary.	0 7 0	0 4 0	10 10 0
	Windsor.	Christian Schools.	22 0 0	20 10 0	42 0 0
SUSSEX.	Aldershot.	Handley School.	20 0 0	205 10 0	225 0 0
	Do.	St. Mary's Intermediate School.	11 7 0	60 0 0	71 0 0
	Highgate.	Grammar School.	0 0 0	20 0 0	20 0 0
	Wokingham.	St. George's Intermediate School.	0 24 0	14 10 0	14 24 0
WILTS.	Chip.	Intermediate School.	1 10 0	0 0 0	0 0 0
	Do.	Freemason's School.	10 1 0	27 4 0	37 1 0
	Do.	Freemason's School.	15 11 0	40 10 0	55 10 0
Total.			205 0 0	1244 10 0	1449 10 0

LIST of SCHOOLS to the Managers of which Bursary Fees were Paid in 1868, and Amounts of such Fees—continued.

GIRLS.

LEICESTER.

County.	Town.	Name of School.	Amount paid (1868) (Bursary-fees).	Amount paid (1868) (Scholar-fees).	Total Amount paid.
			£ s. d.	£ s. d.	£ s. d.
CARLTON.	Carlton.	Carlton of Marys.	5 12 0	22 14 0	27 4 0
	Carlton.	Carlton School.	5 0 0	12 4 0	17 4 0
LEICESTER.	Leicester.	Leicester Grammar.	45 12 0	100 17 0	145 29 0
	Leicester.	Leicester College.	0 0 0	12 10 0	12 10 0
	Leicester.	Leicester College.	20 10 0	120 0 0	140 10 0
	Leicester.	Leicester School.	24 11 0	100 0 0	124 11 0
	Leicester.	Belgrave School, Belgrave.	4 0 0	20 4 0	24 4 0
	Leicester.	Belgrave Grammar, St. Peter's-street.	14 4 0	111 0 0	125 4 0
	Leicester.	Belgrave Grammar, St. Peter's-street.	0 0 0	0 7 0	0 7 0
	Leicester.	Belgrave Grammar School, Belgrave.	12 12 0	15 0 0	27 12 0
	Leicester.	Belgrave College.	42 12 0	100 0 0	142 12 0
	Leicester.	Leicester Grammar, St. Peter's-street.	12 12 0	100 0 0	112 12 0
	Leicester.	Leicester College, Belgrave.	10 0 0	15 0 0	25 0 0
	Leicester.	Leicester Grammar, Belgrave.	10 0 0	100 0 0	110 0 0
		Grand Total.	200 17 0	1,100 0 0	1,300 17 0

GIRLS.

County.	Town.	Name of School.	Amount paid (1899-1900) (Estimated).	Amount paid (1900) (Estimated).	Total Amount paid.
Dorset—continued.		Brought forward, " " "	£ 17 0	£ 12 0	£ 29 0
	Dorchester,	Miss Jones' School, 10, Salisbury-st., Dorchester.	—	0 0 0	0 0 0
	Do.,	Noncote School, Bokerley.	0 12 0	10 17 0	11 9 0
	Do.,	Pharmer's School, " " " " "	12 1 0	20 10 0	32 11 0
	Do.,	St. George's School, the Mount Temple, " " " "	0 14 0	20 10 0	20 24 0
	Do.,	Radford School, " " " " "	0 0 0	20 0 0	20 0 0
	Do.,	St. Mary's University College, " " " "	27 27 0	100 0 0	127 27 0
	Do.,	St. Margaret's Hall, " " " " "	1 0 0	50 10 0	51 10 0
	Wareham,	St. Hill Church, " " " " "	0 12 0	27 12 0	28 0 0
	Do.,	Laithes' Collegiate School, " " " " "	0 14 0	24 10 0	25 4 0
	Do.,	Larwell Hall School, " " " " "	—	1 0 0	1 0 0
	Do.,	St. George's School, " " " " "	1 10 0	0 0 0	1 10 0
	Wimborne,	St. Peter's School, " " " " "	0 0 0	21 10 0	21 10 0
	Chapton,	St. Andrew's Church, " " " " "	14 0 0	100 10 0	114 10 0
	Osborne,	St. Vincent's Ladies' School, " " " " "	0 17 0	0 0 0	0 17 0
	Tisbury,	St. John's Hall, " " " " "	10 12 0	0 0 0	10 12 0
	Do.,	Miss Foster's School, " " " " "	0 0 0	20 0 0	20 0 0
		Carried forward, " " "	£ 59 10 0	£ 201 10 0	£ 261 0 0

List of Schools to the Managers of which Results Fees were Paid in 1900, and Amounts of such Fees—continued.

GIRLS.

County.	Town.	Name of School.	Amount paid (Private Endowment).	Amount paid (Land Taxation Schools).	Total amount paid.
		Brought forward.	£ s. d.	£ s. d.	£ s. d.
DUBLIN—continued.	Elphinstown.	Clonsilla School.	400 10 0	6,300 10 0	6,700 10 0
	Do.	Flintona School.	2 11 0	75 10 0	77 7 0
	Monasterevin.	The Hall School.	10 10 0	30 0 0	40 4 0
	Trillickham.	The Hall School.	0 0 0	10 7 0	10 10 0
	Woodrowood.	Loreto Abbey.	14 0 0	100 10 0	114 0 0
	Do.	Academical Institution.	7 0 0	14 0 0	21 0 0
	Do.	Clary School.	0 0 0	0 10 0	10 10 0
KILDARE.	Yewstown.	Maynooth School.	0 10 0	10 0 0	20 0 0
	Askeigh.	Convent of Mercy School.	7 0 0	10 0 0	17 0 0
	Newbridge.	St. Patrick's.	1 0 0	0 10 0	10 10 0
ROSSITER.	Elkham.	Loreto Convent.	10 10 0	110 0 0	120 10 0
LONGFORD.	Longford.	Convent of Mercy.	0 0 0	10 0 0	10 10 0
WEXFORD.	Wexford.	Loreto Convent.	70 10 0	140 10 0	210 0 0
QUINN'S CO.	Altham.	Belgiam Convent.	1 0 0	0 7 0	7 10 0
		Carried forward.	107 10 0	6,607 10 0	6,714 10 0

List of Schools to the Managers of which Bursar Fees were Paid in 1900, and Amounts of such Fees—continued.

GIRLS.

County.	Town.	Name of School.	Amount paid (Bursar) Half-yearly.	Amount paid (Lodging) Half-yearly.	Total Amount paid.
TAMMAM, . . .			s. . . d.	s. . . d.	s. . . d.
			107 12 1	1,567 12 6	1,674 1 7
TAMMAM, . . .	Mellons, . . .	Devon County, . . .	10 12 0	10 0 0	20 12 0
			12 0 0	147 3 0	159 3 0
	Weymouth, . . .	Devon County, . . .	11 0 0	120 3 0	131 3 0
			10 0 0	100 3 0	110 3 0
	Weymouth, . . .	Tate School, . . .	—	1 0 0	1 0 0
			0 10 0	20 1 0	20 11 0
WYCOMBE, . . .	Weymouth, . . .	Devon County, . . .	0 0 0	12 0 0	12 0 0
			10 1 0	100 0 0	110 1 0
	Weymouth, . . .	Stagrove School, . . .	0 4 0	10 10 0	10 14 0
			1 10 0	4 10 0	5 10 0
	Weymouth, . . .	Total, . . .	107 12 1	1,567 12 6	1,674 1 7

Less of Schools to the Managers of which Results Fees were Paid in 1946, and Amounts of such Fees—continued.

G I E S.

TABLE.

County.	Towns.	Name of School.	Amount paid (including Endowment).			Amount paid (including Treasury Accounts).			Total Amount paid.		
			£	s	d	£	s	d	£	s	d
LUTHER.	London.	London Intermediate School.	—	—	—	2	0	0	2	0	0
	Ballymore.	Quenchill Academy.	2	0	0	0	0	0	2	0	0
	Do.	Grammar School, High-street.	52	14	6	205	1	0	257	15	6
	Do.	Stair Intermediate School.	2	2	0	7	0	0	9	2	0
	Ballymore.	Intermediate School.	4	8	0	20	7	0	24	15	0
	Do.	Ladies School.	16	7	0	185	19	0	201	26	0
	Belbair.	Princess Ladies College, Knock.	22	11	0	70	14	0	92	25	0
	Do.	Coleraine School, Knockrobin-cumra.	57	17	0	50	4	0	107	21	0
	Do.	Convent of Mercy, Convent-road.	10	0	0	127	11	0	137	11	0
	Do.	Trinitarian Convent.	1	10	0	1	4	0	2	14	0
	Do.	Intermediate School, Park-road.	—	—	—	7	12	0	7	12	0
	Do.	Ladies College (Ladies School), Morris Park.	5	10	0	0	10	0	5	20	0
	Do.	Do. Morris Park.	—	—	—	0	4	0	0	4	0
	Do.	Do. Belmont Park.	—	—	—	0	0	0	0	0	0
		Carried forward.	100	10	0	327	19	0	427	29	0

List of Schools in the Managers of which Bounties Were Paid in 1893, and Amounts of such Pains—continued.

GIRLS.

County.	Town.	Name of School.	Amount paid (School Teachers' Allowance).			Amount paid (Bounty on Text-books).			Total Amount paid.		
			d.	c.	q.	d.	c.	q.	d.	c.	q.
Agriculture.	Barnes.	Brought forward.	200	10	0	270	10	0	470	20	0
		Massachusetts College.	0	17	0	0	17	0	0	17	0
		Methodist College.	10	0	0	100	10	0	110	10	0
		Mount Pleasant School.	11	0	0	11	0	0	22	0	0
		Oriskany College.	0	0	0	10	10	0	10	10	0
		Princeton College.	10	20	0	100	0	0	110	20	0
		Trinity College.	200	0	0	200	0	0	400	0	0
		Washington Park School.	10	0	0	10	0	0	20	0	0
		Yale College.	10	0	0	100	10	0	110	10	0
		Yale College.	10	0	0	100	10	0	110	10	0
		Yale College.	10	0	0	100	10	0	110	10	0
		Yale College.	10	0	0	100	10	0	110	10	0
		Yale College.	10	0	0	100	10	0	110	10	0
Agriculture.	Barnes.	Brought forward.	200	10	0	270	10	0	470	20	0
		Massachusetts College.	0	17	0	0	17	0	0	17	0
		Methodist College.	10	0	0	100	10	0	110	10	0
		Mount Pleasant School.	11	0	0	11	0	0	22	0	0
		Oriskany College.	0	0	0	10	10	0	10	10	0
		Princeton College.	10	20	0	100	0	0	110	20	0
		Trinity College.	200	0	0	200	0	0	400	0	0
		Washington Park School.	10	0	0	10	0	0	20	0	0
		Yale College.	10	0	0	100	10	0	110	10	0
		Yale College.	10	0	0	100	10	0	110	10	0
		Yale College.	10	0	0	100	10	0	110	10	0
		Yale College.	10	0	0	100	10	0	110	10	0
		Yale College.	10	0	0	100	10	0	110	10	0
Agriculture.	Barnes.	Brought forward.	200	10	0	270	10	0	470	20	0
		Massachusetts College.	0	17	0	0	17	0	0	17	0
		Methodist College.	10	0	0	100	10	0	110	10	0
		Mount Pleasant School.	11	0	0	11	0	0	22	0	0
		Oriskany College.	0	0	0	10	10	0	10	10	0
		Princeton College.	10	20	0	100	0	0	110	20	0
		Trinity College.	200	0	0	200	0	0	400	0	0
		Washington Park School.	10	0	0	10	0	0	20	0	0
		Yale College.	10	0	0	100	10	0	110	10	0
		Yale College.	10	0	0	100	10	0	110	10	0
		Yale College.	10	0	0	100	10	0	110	10	0
		Yale College.	10	0	0	100	10	0	110	10	0
		Yale College.	10	0	0	100	10	0	110	10	0

List of Schools to the Managers of which Travelling Fees were paid in 1900, and Amounts of such Fees—continued.

GIRLS.

County.	Town.	Name of School.	Amount paid (General Education Account).			Amount paid (Local Education Account).			Total Amount paid.		
			£	s.	d.	£	s.	d.	£	s.	d.
		Carried forward.	60	1	0	120	7	0	180	8	0
DORSET.	Bulphington.	Convent of Mercy.	2	0	0	11	0	0	13	0	0
	Colchester.	Leamington.	40	0	0	20	0	0	60	0	0
	Northminsterington.	Ladies' School.	2	0	0	10	0	0	12	0	0
	Exeter.	Royal School.	20	0	0	10	0	0	30	0	0
DORSET.	Barnstaple.	Ampleford Institution.	10	0	0	10	0	0	20	0	0
	Do.	St. Mary's School.	4	0	0	10	0	0	14	0	0
	Barnstaple.	St. Mary's School.	10	0	0	10	0	0	20	0	0
	Do.	Ladies' Collegiate School.	1	0	0	7	0	0	8	0	0
	Do.	Ladies' School of St. Mary.	4	0	0	10	0	0	14	0	0
	Weymouth.	Upper Girls' School.	10	0	0	10	0	0	20	0	0
	Weymouth.	St. Mary's School.	1	0	0	10	0	0	11	0	0
	Weymouth.	Convent of Mercy.	4	0	0	10	0	0	14	0	0
	Do.	Ladies' Collegiate School.	4	0	0	10	0	0	14	0	0
	Weymouth.	St. Mary's School.	4	0	0	10	0	0	14	0	0
DORSET.	Exeter.	Ladies' Collegiate School.	10	0	0	10	0	0	20	0	0
	Exeter.	St. Mary's School.	10	0	0	10	0	0	20	0	0
Dorset forward.			100	0	0	100	0	0	200	0	0

List of Schools to the Managers of which Bounties have been Paid in 1890, and Amounts of such Fees—continued
GIRLS.

County.	Town.	Name of School.	Amount paid in 1890 (Bounty money).	Amount paid in 1890 (Bounty money).	Total Amount paid.
		Brought forward.	£ s. d.	£ s. d.	£ s. d.
LITCHFIELD—continued			80 12 6	320 0 0	400 12 6
	Stamford.	Stamford School.	12 10 0	75 0 0	87 10 0
	Longborough.	Longborough School, Charnock-terrace.	—	1 10 0	1 10 0
	Do.	Stamford House School.	75 10 0	100 10 0	175 10 0
	Do.	Victoria Park School.	121 0 0	100 0 0	221 0 0
MIDGLEY.			£ s. d.	£ s. d.	£ s. d.
	Charnock-terrace.	Stamford School.	1 10 0	0 10 0	1 10 0
	Do.	St. Louis Church.	10 10 0	10 0 0	20 10 0
	Charnock-terrace.	Stamford House School.	7 0 0	10 10 0	17 10 0
	Stamford.	Charnock-terrace School.	101 10 0	100 0 0	201 10 0
TOWN.			£ s. d.	£ s. d.	£ s. d.
	Stamford.	Stamford School.	10 10 0	10 10 0	20 10 0
	Do.	St. Patrick's Female Academy.	10 0 0	10 10 0	20 10 0
	Do.	Stamford Church.	10 0 0	10 10 0	20 10 0
	Do.	The Stamford School.	10 0 0	10 10 0	20 10 0
	Do.	The Academy.	10 0 0	10 10 0	20 10 0
		Total.	1,175 0 0	1,175 11 0	2,350 11 0

List of Schools to the Managers of which Bursar Fees were Paid in 1900, and Amounts of such Fees—continued.

GIRLS.
HUNTER.

County.	Town.	Name of School.	Amount paid (Grants Excesses)	Amount paid (Grants Excesses)	Total amount paid.
GLAMM.	Eisteddfod.	Private School.	£ 0 0	£ 0 0	£ 0 0
		The House.	—	£ 0 0	£ 0 0
GLAMM.	Cork.	Boarding and Day School, North-down.	£ 0 0	£ 0 0	£ 0 0
		High School for Girls, Sydney-down.	£ 0 0	£ 0 0	£ 0 0
		Girls' School, 12, North-Down.	£ 0 0	£ 0 0	£ 0 0
		Girls' School, 12, North-Down.	£ 0 0	£ 0 0	£ 0 0
		Girls' School, 12, North-Down.	£ 0 0	£ 0 0	£ 0 0
		Girls' School, 12, North-Down.	£ 0 0	£ 0 0	£ 0 0
		Girls' School, 12, North-Down.	£ 0 0	£ 0 0	£ 0 0
		Girls' School, 12, North-Down.	£ 0 0	£ 0 0	£ 0 0
		Girls' School, 12, North-Down.	£ 0 0	£ 0 0	£ 0 0
		Girls' School, 12, North-Down.	£ 0 0	£ 0 0	£ 0 0
		Girls' School, 12, North-Down.	£ 0 0	£ 0 0	£ 0 0
		Girls' School, 12, North-Down.	£ 0 0	£ 0 0	£ 0 0
GLAMM.	Eisteddfod.	Girls' School, 12, North-Down.	£ 0 0	£ 0 0	£ 0 0
		Girls' School, 12, North-Down.	£ 0 0	£ 0 0	£ 0 0
		Girls' School, 12, North-Down.	£ 0 0	£ 0 0	£ 0 0
		Girls' School, 12, North-Down.	£ 0 0	£ 0 0	£ 0 0
		Girls' School, 12, North-Down.	£ 0 0	£ 0 0	£ 0 0
GLAMM.	Eisteddfod.	Girls' School, 12, North-Down.	£ 0 0	£ 0 0	£ 0 0
		Girls' School, 12, North-Down.	£ 0 0	£ 0 0	£ 0 0
		Girls' School, 12, North-Down.	£ 0 0	£ 0 0	£ 0 0
GLAMM.	Eisteddfod.	Girls' School, 12, North-Down.	£ 0 0	£ 0 0	£ 0 0
		Girls' School, 12, North-Down.	£ 0 0	£ 0 0	£ 0 0
		Girls' School, 12, North-Down.	£ 0 0	£ 0 0	£ 0 0
Grand Total.			£ 0 0	£ 0 0	£ 0 0

LIST of SCHOOLS to the Managers of which Bursar Fees were Paid in 1900, and Amounts of such Fees—continued.

GIRLS.

County.	Town.	Name of School.	Amount paid during school month.	Amount paid during vacation months.	Total Amount paid.
			£ s. d.	£ s. d.	£ s. d.
		Brought forward.	285 17 0	281 0 0	566 17 0
KILMURRAY.	Kilmuray.	Lewis Grammar.	42 0 0	210 0 0	252 0 0
	Trillick.	Presbyterian Grammar.	10 0 0	70 0 0	80 0 0
LEITH.	Leith.	Leith Hill Grammar.	10 10 0	10 10 0	20 0 0
	Do.	Madame de Point's College.	0 2 0	40 0 0	40 0 0
	Do.	St. Paul's Academy.	10 0 0	110 0 0	120 0 0
THURSDAY.	Clonsilla.	Grammar School.	1 10 0	1 0 0	2 10 0
	Do.	Lewis Grammar.	1 10 0	20 10 0	22 0 0
	Thurso.	Queen's Grammar.	10 0 0	110 0 0	120 0 0
	Tipperary.	Grammar of Mary.	17 10 0	60 0 0	77 0 0
WARRINGTON.	Warrington.	St. Paul's Grammar, Warrington.	10 0 0	60 0 0	70 0 0
	Do.	Queen's Grammar.	0 10 0	17 10 0	18 0 0
	Do.	William-street Ladies' School.	0 0 0	10 0 0	10 0 0
		Total.	502 0 0	521 0 0	1,023 0 0

LIST of SCHOOLS in the Managers of which Bursar's Fees were Paid in 1900, and Amounts of such Fees—continued.

GIRLS.

CONSOLIDATE.

County.	Town.	Name of School.	Amount paid (Original Reductions)	Amount paid (Clared Furniture Acquired)	Total Amount paid.
			£ s. d.	£ s. d.	£ s. d.
CLAREMONT.	Galway.	Domestic Convent.	50 0 0	75 0 0	125 0 0
	Do.	High School.	100 0 0	100 0 0	200 0 0
CARLISLE.	Marblehead.	Salisbury and Coll. School.	5 0 0	7 0 0	12 0 0
CARLISLE.	Edinburgh.	St. Anne's Convent.	15 0 0	40 0 0	55 0 0
DOUGLASS.	Atlanta.	St. Mary's Convent.	10 0 0	50 0 0	60 0 0
	Do.	St. Mary's School.	10 0 0	50 0 0	60 0 0
ELIZABETH.	Baltimore.	St. Anne's School.	5 0 0	5 0 0	10 0 0
	Do.	St. Anne's School.	5 0 0	5 0 0	10 0 0
	Do.	St. Anne's School.	5 0 0	5 0 0	10 0 0
		Total.	180 0 0	210 0 0	390 0 0

APPENDIX V.

Localities in which Examinations were held.

BOYS.

Localities.	No. of Centres.	Localities.	No. of Centres.
Abbeyleix,	1	Kilrush,	1
Armagh,	2	Kingstown,	1
Atheeny,	1	Letterkenny,	1
Athlone,	2	Limerick,	6
Athy,	1	Lisburn,	1
Ballaghaderreen,	1	Lismore,	1
Ballymena,	1	Listowel,	1
Bangor,	1	Londonderry,	4
Belfast,	11	Longford,	1
Blackrock,	4	Lurgan,	1
Callan,	1	Mallow,	1
Carlton,	2	Maryborough,	1
Carriek-on-Suir,	1	Midleton,	2
Cashel,	5	Mitchelstown,	1
Castleknock,	3	Monsaghan,	2
Cavan,	1	Mount Bellew,	1
Charleville,	1	Mullingar,	2
Clondalkin,	1	Nans,	1
Clongowes Wood College,	4	Navan,	1
Cloamell,	2	Nenagh,	1
Clonskeagh,	1	Newbridge,	1
Clontarf,	1	New Ross,	1
Coleraine,	1	Newry,	2
Cookstown,	1	Quagh,	1
Cork,	10	Parsonstown,	1
Disgle,	1	Portarlinton,	1
Doneraile,	1	Queenstown,	1
Drogheda,	1	Raphoe,	1
Dublin,	26	Rathmines,	2
Dundalk,	3	Skibbereen,	1
Dungannon,	2	Sligo,	2
Dungarvan,	2	Teretur,	1
Ennis,	2	Thurles,	1
Enniscorthy,	1	Tipperary,	1
Enniskillen,	2	Triloe,	2
Ennistymon,	1	Tuam,	2
Fermoy,	3	Waterford,	3
Galway,	2	Westport,	1
Gorey,	1	Wexford,	2
Holywood (Down),	1	Youghal,	1
Kells,	1		
Kilkenny,	4		
Killarney,	2		
		Total,	175

Localities in which Examinations were held—*continued.*

GIRLS.

Localities.	No. of Centres.	Localities.	No. of Centres.
Armagh,	1	Kilfinagh,	1
Athlone,	1	Letterkenny,	1
Athy,	1	Limavady,	1
Balbriggan,	1	Limerick,	1
Ballymena,	1	Lisburn,	1
Ballymoney,	1	Londonderry,	4
Bangor,	1	Longford,	1
Belfast,	7	Macroom,	1
Blackrock,	1	Monaghan,	3
Bray,	1	Mullingar,	1
Carrickfergus,	1	Navan,	1
Carrickmacross,	1	Newry,	1
Chapelizod,	1	Omagh,	1
Cookstown,	1	Portadown,	1
Cork,	5	Raphoe,	1
Dalkey,	1	Roscommon,	1
Dublin,	10	Rathfrilandham,	1
Dungannon,	1	Sligo,	2
Enniscorthy,	1	Thurles,	1
Galway,	1	Tipperary,	1
Gorey,	1	Tralee,	1
Holywood (Down),	1	Waterford,	1
Kilkenny,	1	Wexford,	1
Killarney,	1		
		Total,	72

APPENDIX VI.

THE BURKE MEMORIAL PRIZES.

A sum of money, subscribed in memory of the late THOMAS HENRY BURKE, Esq., Under Secretary to the Lord Lieutenant, was transferred by the Burke Memorial Committee, on 18th March, 1884, to the Intermediate Education Board for Ireland, who undertook to administer the Fund in accordance with the following Rules—(the sum funded is £1,222 18s. 11d. Consols):—

I. The annual income from the fund shall be applied in paying three Prizes, one of £16, one of £10, and a second of £10; any surplus or deficiency to be apportioned in the same ratio. If, in the opinion of the Commissioners, sufficient merit be not shown by the Candidates competing to justify the award of any or either of the Prizes, the amount of such Prize may be, at the discretion of the Board, withheld and added to the principal.

II. No student shall be qualified to receive these Prizes except the children of persons who are, or have been, in receipt of salary or pension in Ireland, paid out of money derived from Parliamentary Grants Rates or Taxes, other than members of the Naval or Military Services not being also in Civil employment.

III. The Prizes shall be awarded as follows:—that of £16 to the Boy whom, at the annual Examination in the Junior Grade among Male Candidates qualified in the manner expressed in the next preceding Rule, the Board shall adjudge to rank highest in answering; One Prize of £10 to the Boy whom in the same Grade at such Examination the Board shall adjudge to rank second among such persons in answering; and the other of £10 to the Girl whom, at such Examination in the same Grade, among Female Candidates qualifies in the manner aforesaid, the Board shall adjudge to rank highest in answering.

IV. The decision of the Board shall be final and decisive in determining whether the Candidates fulfil the conditions of the third Rule.

V. The Board may deduct all expenses connected with the trust from the yearly income.

No. 8316.

CHIEF SECRETARY'S OFFICE,

DUBLIN CASTLE,

29th April, 1901.

SIR,

I beg to acknowledge the receipt of your Letter of the 27th instant, forwarding, for submission to His Excellency the Lord Lieutenant, the Report of the Intermediate Education Board for Ireland for the Year 1900.

I am,

Sir,

Your obedient servant,

(Signed),

D. HARREL.

T. J. BELLINGHAM BRADY, Esq., LL.D.,

Assistant Commissioner of

Intermediate Education.